STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

MASTER SYLLABUS

PSYC 407 – Leadership & Gendered Identity

For available course numbers, contact the Registrar's Office at registrar@canton.edu

CIP Code: 52.0213

For assistance determining CIP Code, please refer to this webpage
https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55
or reach out to Sarah Todd at todds@canton.edu

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School of Business & Liberal Arts
Applied Psychology & Business
Spring 2026

A.   TITLE: Leadership & Gendered Identity

B.   COURSE NUMBER: PSYC 407

C.   CREDIT HOURS (Hours of Lecture, Laboratory, Recitation, Tutorial, Activity):

# Credit Hours per Week	1
# Lecture Hours per Week	1
# Lab Hours per Week	
Other per Week	

D.   WRITING INTENSIVE COURSE:

Yes	
No	X

E.   GER CATEGORY: None.

Does course satisfy a GER category(ies)? If so, please select all that apply.

[1-2] Communication	
[3] Diversity: Equity, Inclusion & Social Justice	
[4] Mathematics & Quantitative Reasoning	
[5] Natural Science & Scientific Reasoning	
[6] Humanities	
[7] Social Sciences	
[8] Arts	
[9] US History & Civic Engagement	
[10] World History & Global Awareness	
[11] World Languages	

F.   SEMESTER(S) OFFERED:

Fall	
Spring	X
Fall and Spring	

G.   COURSE DESCRIPTION: Examining leadership through a gendered lens provides insight into the social roles, norms, and expectations that shape leadership experiences. This course will provide participants with opportunities to explore and internalize their own leadership identity, while evaluating the social contexts in which gender is salient. Participants will develop actionable strategies to address challenges that arise for leaders across the gender spectrum, including imposter syndrome, work/life balance, conflict resolution, impression management, and collaboration. This course draws from perspectives in organizational psychology, leadership studies, business administration, and gender studies.

H.   PRE-REQUISITES: None.
     CO-REQUISITES: None.

I.   STUDENT LEARNING OUTCOMES:

Course Student Learning Outcome [SLO]	Program Student Learning Outcome [PSLO]	GER	ISLO & Subsets
a. Cultivate authentic leadership styles that align with personal identity.			Critical Thinking [CA]
b. Identify how gender norms affect leadership perceptions and practices.			Critical Thinking [CA]
c. Develop skills to navigate challenges across the workforce.			Critical Thinking [CA]
d. Apply a leadership perspective to foster inclusion in an organization or community.			Critical Thinking [CA]

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subsets
1	**Communication Skills** Oral [O], Written [W]
2	**Critical Thinking** *Critical Analysis [CA], Inquiry & Analysis [IA] , Problem Solving [PS]*
3	**Foundational Skills** *Information Management [IM], Quantitative Lit, /Reasoning [QTR]*
4	**Social Responsibility** *Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]*
5	**Industry, Professional, Discipline Specific Knowledge and Skills**

J.   APPLIED LEARNING COMPONENT:

Yes	X
No	

If yes, select [X] one or more of the following categories:

Classroom / Lab	X	Community Service	
Internship		Civic Engagement	
Clinical Practicum		Creative Works/Senior Project	
Practicum		Research	
Service Learning		Entrepreneurship [program, class, project]	

K.   TEXTS: OER materials provided by the Instructor.

L.   REFERENCES:

Brown, B. (2018). *Dare to lead: brave work, tough conversations, whole hearts.* New York, Random House.

Clance, P.R., & Imes, S. A. (1978). The imposter syndrome in high achieving women: dynamics and therapeutic intervention. *Psychotherapy*, *15*, 241-247.

Coleman, P. T., Deutsch, M., & Marcus, E. C. (Eds.). (2014). *The handbook of conflict resolution: Theory and practice*. John Wiley & Sons.

DeRue, D. S., & Ashford, S. J. (2010). Who will lead and who will follow? A social process of leadership identity construction in organizations. *Academy of management review*, *35*(4), 627-647.

Ely, R. J., Ibarra, H., & Kolb, D. M. (2011). Taking gender into account: Theory and design for women's leadership development programs. *Academy of management learning & education*, *10*(3), 474-493.

Gillard, J., & Okonjo-Iweala, N. (2020). *Women and leadership: real lives, real lessons.* Cambridge, Massachusetts: The MIT Press.

Greguletz, E., Diehl, M. R., & Kreutzer, K. (2019). Why women build less effective networks than men: The role of structural exclusion and personal hesitation. *Human Relations*, *72*(7), 1234-1261.

Lorello, G. R., & Schrewe, B. (2023). Unmasking imposter syndrome: individual responsibility or repercussions of systemic oppression?. *British Journal of Anesthesia*.

Madsen, S. R., & Andrade, M. S. (2018). Unconscious Gender Bias: Implications for Women's Leadership Development. *Journal of Leadership Studies*, *12*(1).

M.   EQUIPMENT: None.

N.   GRADING METHOD: A-F

O.   SUGGESTED MEASUREMENT CRITERIA/METHODS: Quizzes, Journal reflections, Assignments, Project

P.   DETAILED COURSE OUTLINE:

      I.   Leadership Through A Gendered Lens
         A. Defining leadership
         B. Leadership self-analysis
         C. Evaluating gender identity & social contexts
         D. Intersectionality

      II.   Challenges & Strategies
         A. Understanding & overcoming imposter syndrome
         B. Work/life balance
         C. Strategic thinking & decision making
         D. Conflict resolution
         E. Impression management
         F. Communication style
         G. Networking building & collaboration

Q.   LABORATORY OUTLINE: None.