LDST 300 (Fall 2012)
Theories and Models of Leadership

Instructor: D. Tony Kong, Ph.D.
Email: tkong@richmond.edu
Class time: Tuesday and Thursday 12:00PM-1:15PM (or 1:30PM-2:45PM)
Classroom: JPSN 102
Office hours: Tuesday and Thursday 3PM-4PM
Course website: http://blackboard.richmond.edu

COURSE OBJECTIVES

By definition, leadership is the action of leading a group of people or an organization, or the ability to do this (Oxford Dictionaries). However, leadership is not only about individual differences or characteristics, but also about behaviors, relationships, situations, cultures, etc.

The broad objectives of this course are:
- To gain a critical understanding of classic and contemporary theories and models of leadership from the psychological and managerial perspectives.
- To understand the practical issues of leadership and learn to apply the theories and models of leadership to practice

COURSE MATERIALS

Required readings:
- Course readings
- Cases

Optional readings:
RULES FOR GRADING

The quality of your works, presentations, and class participation is a matter left to the instructor’s judgment. The instructor’s decision on your letter grade is FINAL. See below for the grading scale.

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<tr>
<th>Letter Grade</th>
<th>Final Score</th>
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<tr>
<td>A+</td>
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<td>D-</td>
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If there are unusual or idiosyncratic circumstances that might prevent you from performing well in this course, such as chronic or acute illness, sudden death in your family, mental disabilities, and so forth, please inform me at the beginning of the semester, or as soon as the circumstances occur. In terms of disabilities, reasonable accommodations will be made for students with verifiable disabilities. You must communicate any problem to me as soon as possible. I will do everything in my power to tackle the problem fairly and quickly. However, retroactive excuses are not acceptable to me. You are not allowed to bring up ameliorating circumstances to justify your poor performance at the end of the semester. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (http://asc.richmond.edu, 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

Career Services (http://careerservices.richmond.edu/ or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.
Counseling and Psychological Services (http://caps.richmond.edu or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Speech Center (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

Writing Center (http://writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained peer writing consultants who offer friendly critiques of written work.

Boatwright Library Research Librarians (http://library.richmond.edu/help/ask.html or 289-8669): Assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM.

EVALUATION FOR COURSE GRADE

I expect you to submit your assignments punctually and responsibly. The grading policies described below are intended to symbolize the activities that help you achieve learning goals.

- Class participation (15%)
- Group paper 1 (15%)
- Group paper 2 (15%)
- Group presentation 1 (8%)
- Group presentation 2 (8%)
- Exam 1 (15%)
- Exam 2 (15%)
- Assessments and exercises (9%)

1. Class Participation (15%)

As a future professional or leader, being on time and responsible is important. Therefore, I expect everyone to be on time or a little earlier for the class. The class has strict attendance policy. If you absolutely have to miss a session or be late for a session, you must give me prior notice (via e-mail) before 11AM on the day of class. If you do not provide such notice or inform me after 11AM (except for emergency), you will get zero participation score for the session.
According to the university's religious observance policy (http://registrar.richmond.edu/services/policies/religiousobsv.html), any student may be excused from class or other assignments because of religious observance. However, if you expect to miss an academic obligation because of religious observance, you are responsible for contacting me within the first two weeks of the semester and also for completing missed work in a timely manner.

For each session, you will be graded on a 4-point scale:

0 — you are absent
1 — you attend the session but do not speak up (i.e., make no contribution) or make trivial contributions (e.g., chitchats) in class discussions
2 — you attend the session and make some contributions to class discussions
3 — you attend the session and make significant contributions to class discussions

The quality of your contributions to class discussions is judged by the instructor based on the relevance, insightfulness, and elaboration of your discussions. Note that the quality of your contributions is not a perfect linear function of the frequency of your talking.

We will have exercises from time to time. Your tardiness will disrupt the pre-arranged exercises and can potentially delay the entire class. Therefore, tardiness will be penalized. If you arrive at a session late without prior notice, I will deduct 1 point for your class participation score for the session. If you are shy and uncomfortable to speak out in class, I suggest that you should take advantage of this class as an opportunity to challenge yourself.

You are also supposed to display professional courtesy and respect to your classmates and the instructor. As part of professional courtesy,

- You are expected to remain in the classroom for the duration of the classes unless an urgent need arises or a prior arrangement has been made with the instructor;
- You are expected to not use laptops, PDAs, or other electronic devices in the classroom unless you have obtained the instructor’s consent for activities directly related to the classes. Accessing emails or the Internet during the classes is prohibited, as they can distract other students and the instructor;
- You are expected to keep your mobile phones and pagers turned off or have them set on silent/vibrate during the classes. Answering phones or pagers during the classes is prohibited, except for an emergency.

2. Group Paper 1 (15%)

You will work in groups of three or four to prepare a 10-page (including your references, footnotes or endnotes, appendices, and everything else), double-spaced paper (Times New Roman, font size 12, Word document only) on a Harvard Business School case “Leadership Development at Goldman Sachs”.
Your group report will be judged based on four equally important criteria: critical analysis (25%), comprehension (25%), clarity (25%), and professionalism (25%).

- **Critical analysis**: Demonstrate your thoughtful, sophisticated, and insightful analysis, as opposed to superficial analysis with no nuance
- **Comprehension**: Demonstrate your comprehension of the course materials and class discussions
- **Clarity**: Demonstrate your clarity, coherence, and organization of your explanations with specific examples or data supporting your argument
- **Professionalism**: Demonstrate your professional writing skills, including good grammar and correct spellings, along with appropriate citations in the main text and the reference list. Failure to include appropriate citations may lead to plagiarism. Very poor or sloppy writing will automatically receive a failing score on this criterion.

Plagiarism from online sources, peers’ work, your own work in the past, and so forth is strictly prohibited. If you borrow ideas from others or yourself (yourselves), provide appropriate citations. Academic integrity is a serious matter. I take this matter seriously and expect that you do too. I encourage you to refer to related university policies or ask me if you have questions about academic integrity in this course. If you are suspected for plagiarism, you will be given a chance for an explanation.

Regarding the citations, you can use any kind of citation formats, but once you choose one, stick to it throughout the entire paper. You may use American Psychological Association (APA) style for your in-text citations and references. Visit the following websites for more information about APA style:

- [http://www.library.cornell.edu/resrch/citmanage/apa](http://www.library.cornell.edu/resrch/citmanage/apa)
- [http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf](http://www.lib.berkeley.edu/instruct/guides/apastyle.pdf)
- [http://www.calstatela.edu/library/guides/3apa.pdf](http://www.calstatela.edu/library/guides/3apa.pdf)
- [http://www.ccc.commnet.edu/apa/](http://www.ccc.commnet.edu/apa/)

But you may also choose *Academy of Management Journal* (AMJ) style ([http://journals.aomonline.org/amj/style_guide.pdf](http://journals.aomonline.org/amj/style_guide.pdf)) or American Sociological Association (ASA) style ([http://www.buffalostate.edu/library/docs/asa.pdf](http://www.buffalostate.edu/library/docs/asa.pdf)) for your in-text citations and references.

Group Paper 1 is due by 12PM on November 27, 2012. One of your group members should submit it to tkong@richmond.edu. Your file should be named as “GroupPaper1_Group #”, where # is your group number. Ensure that you coordinate on the submission with your group.
In order to prevent social loafing, you will be given an opportunity to rate each group member’s contribution to this group paper. Accordingly, your final grade for the group paper is the product of the score of the group paper and the average score of your group members’ evaluations of your contributions.

3. Group Paper 2 (15%)

You will work in the same 3-or-4-person group for Group Paper 1 to prepare a 10-page (including your references, footnotes or endnotes, appendices, and everything else), double-spaced research report (Times New Roman, font size 12, Word document only) on a specific leader. You may write about any aspect(s) (e.g., leadership styles, personality, redemption, leadership effectiveness, etc.) of the leader. However, you need to provide in-depth analysis. To produce a good research report, you need to find empirical data, legal evidence, news coverage, interviews, site visits, etc. to support your argument. Again, provide appropriate citations whenever necessary. You may choose APA, AMJ, ASA, or any other style for formatting citations and references. Once it is chosen, stick to it throughout the entire paper. Like Group Paper 1, Group Paper 2 will be judged based on four equally important criteria as well: critical analysis (25%), comprehension (25%), clarity (25%), and professionalism (25%).

Group Paper 2 is due by 12PM on December 4, 2012. One of your group members should submit it to tkong@richmond.edu. Your file should be named as “GroupPaper2_Group #”, where # is your group number. Again, ensure that you coordinate on the submission with your group. Like Group Paper 1, you will be given an opportunity to rate each group member’s contribution to this group paper.

4. Group Presentation 1 (8%) and Group Presentation 2 (8%)

You and your group members will make two 12-minute group presentations regarding Group Papers 1 and 2, respectively. Every one of your group has to speak during the group presentations but you all will receive the same score for the presentations. The grading of the presentations will mainly focus on organization (20%), knowledge (20%), communication aids (20%), critical analysis (20%), and stage presence (20%).

- **Organization:** Your presentation is consistently clear, concise, and well-organized. Points are easy to follow because of the organization. Transitions between sections are smooth and coordinated.
- **Comprehension:** You display an excellent grasp of the course materials. You demonstrate excellent mastery of contents, applications, and implications. Your discussion is in-depth.
- **Communication aids:** Your presentation is simple, clear, easy to interpret, and easy to read. The slides, if any, are well-coordinated with contents, well-designed, and used
very effectively. Your presentation is a good example of how to prepare and use good visual or and audio aids.

- **Critical analysis**: Your analysis is clear and concise with major points emphasized and insights provided. Your analysis also includes clear recommendations and logical conclusions.
- **Stage presence**: You appear confident and at ease. You use notes (if any) well, have good eye contact with the audience, and display appropriate gestures.

Excellent presentations provide concise and useful information to your peers in class about your analysis and what you have learned from your analysis. You should demonstrate your ability to apply theories and models of leadership to analysis, and whenever possible, provide prescriptive advice and suggestions to your peers. You may incorporate multi-media in your presentation, such as video clips, audio clips, website demonstration, role-play, etc. to illustrate your points and make your presentation more fun.

5. **Exam 1 (15%) and Exam 2 (15%)**

There will be two closed-book exams, in which your knowledge about theories and models of leadership learned from the course (including lectures, readings, and exercises) will be tested. The details of the exam will be discussed later.

6. **Assessments and Exercises (9%)**

You will complete a series of assessments and exercises for your leadership development. I will provide you feedback, whenever possible, to help you understand and develop yourself. You will receive 9% if you punctually and responsibly complete all the assessments and exercises.
# Course Schedule

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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>Overview</td>
<td>8/28/2012</td>
<td>Introduction to Leadership</td>
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<td>Traits</td>
<td>8/30/2012</td>
<td>Trait-Based Approaches</td>
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<td>9/4/2012</td>
<td>Intelligence</td>
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<td>9/6/2012</td>
<td>Motivation</td>
<td>Individual Differences Assessment</td>
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<td>Gender Differences</td>
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<td>Harvard Case: Margaret Thatcher</td>
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<td>Behaviors</td>
<td>9/18/2012</td>
<td>Transactional, Transformational, and Charismatic Leadership</td>
<td>Leadership Styles Assessment</td>
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<td>9/20/2012</td>
<td>Ethics (Ivey Case: Good Intentions Gone Awry at the National Kidney Foundation)</td>
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<td>10/4/2012</td>
<td>Trust</td>
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<td>10/18/2012</td>
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<td>Situations</td>
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<td>Leadership across Cultures</td>
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<td>Teamwork Simulation</td>
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<td>Leadership in Teams (Harvard Case: Mount Everest)</td>
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<td>11/8/2012</td>
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COURSE READINGS

(Readings marked with * are more practice-oriented.)

SESSION 1. INTRODUCTION TO LEADERSHIP

SESSION 2. TRAIT-BASED APPROACHES

SESSION 3. INTELLIGENCE

SESSION 4. MOTIVATION

SESSION 5. GENDER DIFFERENCES
SESSION 7. TRANSACTIONAL, TRANSFORMATIONAL, AND CHARISMATIC LEADERSHIP

SESSION 8. ETHICS

SESSION 11. POWER AND INFLUENCE

SESSION 12. TRUST

SESSION 13. NEGOTIATION
SESSION 15. BAD LEADERSHIP


SESSION 16. SITUATIONAL APPROACHES


SESSION 18. LEADERSHIP ACROSS CULTURES


SESSION 20. LEADERSHIP IN TEAMS


SESSION 22. LEADERSHIP DEVELOPMENT


SESSION 27. SUMMARY

