LDST 300 (Fall 2014)
Theories and Models of Leadership

Instructor: D. Tony Kong, Ph.D.
Email: t.kong@richmond.edu
Class time: Mondays and Wednesdays 10:30-11:45AM
Classroom: JPSN 102
Office hours: Mondays and Wednesdays 4:30-5:30PM or by appointment
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 psychological and managerial perspectives
- To understand practical issues of leadership and learn to apply theories and models of leadership to practice

COURSE MATERIALS

Required readings:
- Additional course readings

Optional readings:
RULES FOR GRADING

The quality of your work, 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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<thead>
<tr>
<th>Letter Grade</th>
<th>Final Score</th>
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<tbody>
<tr>
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<td>A-</td>
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<td>D-</td>
<td>60-62.9</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](http://asc.richmond.edu), 289-8626 or 289-8956): Helps students assess their academic strengths and weaknesses; hone their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; work on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encourage campus and community involvement.

**Career Services** ([http://careerservices.richmond.edu](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.

ADDITIONAL NOTES

Awarding of Credit: To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.
http://registrar.richmond.edu/services/policies/academic-credit.html

Disability Accommodations: Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.
http://studentdevelopment.richmond.edu/disability-services/policies.html

Honor System: The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”
http://studentdevelopment.richmond.edu/honor/

Religious Observance: Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.
http://registrar.richmond.edu/planning/religiousobs.html
EVALUATION FOR COURSE GRADE

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

- Class participation (10%)
- Group paper 1 (15%)
- Group paper 2 (20%)
- Group presentation 1 (10%)
- Group presentation 2 (10%)
- Final exam (30%)
- Reading summary (5%)

1. Class Participation (10%)

As a future professional or leader, being punctual 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) at least 1 hour before the start of class. If you do not provide such notice (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, 1 point will be deducted from 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 be assigned to a group of three or four to complete a 12-page (including references, footnotes or endnotes, appendices, and everything else), double-spaced research report (Times New Roman, font size 12, Word document only) on a specific case of leadership. You are required to focus on one aspect of leadership (e.g., leadership styles, personality, redemption, leadership effectiveness, etc.) and provide in-depth analysis using related leadership theories within 12 pages. 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. This is a good exercise for those who will have an internship in the near future, as you will be required to use leadership theories to analyze what you have observed during your internship.

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

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

Group Paper 1 is due by 10:30AM on October 6, 2014. One of your group members should submit it to the assigned folder in Blackboard. 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 of the group paper is the weighted sum of your score of the group paper given by the instructor (12%) and the average score of your peers’ evaluations of your contributions to the group (3%).

3. Group Paper 2 (20%)

You will be assigned to a different group of three or four to complete a 15-page (including references, footnotes or endnotes, appendices, and everything else), double-spaced theory paper (Times New Roman, font size 12, Word document only). You are required to design and conduct a 20-minute leadership development workshop for a specific (real) organization (for-profit or nonprofit), using leadership theories and models you have learned. You need to do research on the organization and tailor your designed workshop to the culture, mission, and structures of the organization. In the paper, you need to specify the leadership theories or models you use and the logic of your workshop design (e.g., how to integrate theories/models
and practice). 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 10:30AM on December 1, 2014. One of your group members should submit it to the assigned folder in Blackboard. 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. Your final grade of the group paper is also the weighted sum of your score of the group paper given by the instructor (17%) and the average score of your peers’ evaluations of your contributions to the group (3%).

4. Group Presentation 1 (10%) and Group Presentation 2 (10%)

You and your group members will make two 20-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 useful and ideally unique 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 engaging.

5. Final Exam (30%)

Your knowledge about theories and models of leadership learned from the course (including lectures, readings, and exercises) will be tested in the final exam. The details of the exam will be discussed later.

6. Reading Summary (5%)

Before each session with required readings (by 10:30AM of the day), you must submit a Word document comprising the summaries of all the readings for that session (about 250 words for each reading) to the assigned folder in Blackboard. This will help you with your preparation for the final exam. Your reading summaries for each session will be graded by the instructor based on their overall quality (0=fail, 1=pass, 2=good). Failure to submit the summaries for any session on time will automatically lead to a score of zero for that session.
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<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>Definition and Significance of Leadership (CH1) – Part 1</td>
<td></td>
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<tr>
<td>2</td>
<td>8/27</td>
<td>Definition and Significance of Leadership (CH1) – Part 2</td>
<td>Reading summaries</td>
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<tr>
<td>3</td>
<td>9/1</td>
<td>The Global and Cultural Contexts of Leadership (CH2) – Part 1</td>
<td>Reading summaries</td>
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<tr>
<td>4</td>
<td>9/3</td>
<td>The Global and Cultural Contexts of Leadership (CH2) – Part 2</td>
<td>Individual Differences Assessment</td>
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<td>9/8</td>
<td>Early Theories of Leadership (CH3) – Part 1</td>
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<td>7</td>
<td>9/15</td>
<td>Individual Differences and Traits (CH4) – Part 1</td>
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<td>10/15</td>
<td>Conflict Resolution – Part 1</td>
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<td>10/29</td>
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<td>12/8</td>
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ADDITIONAL COURSE READINGS

SESSION 1

SESSION 2

SESSION 3

SESSION 4

SESSION 5

SESSION 6

SESSION 7

SESSION 8

SESSION 9
SESSION 10

SESSION 11

SESSION 12

SESSIONS 15 & 16

SESSION 17

SESSION 18

SESSION 20

SESSION 21

SESSION 22

SESSION 23