LEADERSHIP AND THE SOCIAL SCIENCES
LDST 102- Fall, 2015

INSTRUCTOR: Dr. Kim Gower
http://www.kimgower.com/ @LEADERSHIP_KG
OFFICE HOURS: T/TH 9:30-10:30; 12-1:30, Wed 2-4 if needed, by appointment
EMAIL: mailto:kgower@richmond.edu OFFICE LOCATION: 135
Blackboard: for assignments, testing and grades

Course Description

This course is designed to introduce you to and immerse you in the wonders of leadership! We will use many different learning venues, including reading, discussion, videos, and speakers to help you begin to understand the theoretical, empirical and practical beauty of effective leadership!

Part of this involves using the classroom as our organization! I am the CEO and you will all be managers and peers. Think about that as you are challenged to take charge of your own learning, as you will be in an organization, and as you are required to operate in an environment that includes A LOT of ambiguity. Please remember, the professional world is not about memorizing or multiple choice “right” answers, so neither is this class.

Whether you are taking this class as part of a leadership major or as an elective, you will all be REQUIRED to operate effectively in an organization before graduation (i.e., internships) and most certainly after graduation. This class will go to great lengths to help you develop those skills and abilities (problem solving, global thinking, reflecting, planning, meeting significant deadlines to enhance your compensation, being held accountable, etc.), and it will help you as a college student and as a professional.

Learning Goals

During the semester, you will learn to study, analyze, collaborate, engage, and apply leadership theories to historical and contemporary leadership scenarios, so that by the end of the semester you will be able to do the same on your own. To accomplish this, we will use a variety of the social sciences (e.g., psychology, economics, political science, sociology...) and explore questions central to a global understanding of leadership, so that by the end of the semester you will have a better understanding of:

Instructor Goals and Objectives:

• Why leadership is so important to us.
• How “bad” leaders rise to power.
• If leadership is a real phenomenon or just in the eye of the beholder.
• How expectations and stereotypes impact how we perceive leaders.
• How leadership is depicted through popular media.
• What differences and similarities we see between research on leadership and popular media portrayal of leadership.

Student Goals and Objectives:

• How you measure the success of a leader
• How to handle conflict
• The role of power in leadership
• Leadership traits
• The different lenses of how we view leaders (perspectives)
• The history of leadership
• The importance of context in leadership effectiveness
• The importance of culture in leadership effectiveness
• How to be an effective leader—strategies and traits
• The value of a leadership degree
• When to lead and when to follow—psychology of teams
• Why some leaders are more effective/ineffective (what differentiates) than others
• Leadership and politics

Thus, the ultimate learning goal of the course is to advance your understanding of leadership through an increased appreciation of the rich complexities of human behavior, and help you figure out to effectively apply all this in order to lead and follow all types of people in all types of situations!

Leadership is all around you—double click on the box

Course Requirements

The materials for this course include historical, practical, theoretical, and empirical work, and many of the readings are available on Blackboard. Others you will purchase via Amazon or your source of choice.

The assignments provide the background and context for classroom discussion, so to do well in this class you MUST COME PREPARED TO EACH AND EVERY CLASS!!

Please note: leadership is constantly in the news, so it is very likely that I will add other articles and videos to your assignments on a regular basis!!

Required Books:

Classic Touch:

http://www.amazon.com/Classic-Touch-Lessons-Leadership-
Steve Jobs:

http://www.amazon.com/Steve-Jobs-Walter-Isaacson-ebook/dp/B004W2UBYW/ref=sr_1_1?s=books&ie=UTF8&qid=1439143492&sr=1-1&keywords=steve+jobs

Others as added/required.

Other Assignments found on Blackboard.

GRADING

Your grade in the course will be determined by performance on the following course requirements:

1. Final Project: Leadership iBook, (30% of your grade)

Due: Tuesday of Thanksgiving Week

One final "written" team project, a leadership iBook, will be completed and presented during FINALS. 30% of your grade (300 points) will be based on the quality of your iBook – how well does it depict what you and your team members learned about leadership, what areas of leadership did you find most interesting and important, what message do you want your iBook to leave with its readers (whether they are peers, supervisors, direct reports, or just interested leadership scholars), and how well did you use a variety of resources (your writings and evaluations, attached article and/or blog links, videos, etc.) to get all of your information across to your audiences?

FINALLY – each of you must include a section on the type of leader you wish to become. Use what we have studied in class as well as outside research to support your idea of what characteristics and behaviors create an effective leader/leadership presence. Each group member must include at least two paragraphs in this section.

Another 10% (100 points) of your grade will be based on the quality of the presentation you and your TEAM make to present your iBook to the class during FINALS WEEK. 40% total

2. One team formation project (100 points):

Completed via a blog format and presented in class during Week 4—See Calendar and BB for more information and instructions. 10%

3. EXAMS (2@100 points each):

There will be two essay exams in this course, one midterm and one cumulative exam the last regular week of class. The exams will cover information from both in-class discussions and reading assignments and be completely electronically via Blackboard. Important: These exams will ask you to reflect back on classroom discussions and assignments. 10% each.
4. CLASS Contribution (200 points):

This course is predicated on the active participation and professional contribution of all members. You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. MOST IMPORTANTLY: Each class you should bring two WRITTEN questions or comments, along with your feedback, from the day’s assignment that you would like to discuss and that pertain to your learning goals and questions as outlined on page one. We will go around the classroom and come up with a master list each day, and that will be our basis for class discussion. Use the opportunity of class discussion to broaden your perspective and be an active contributor to our conversation. At the end of each class we will take a quick minute for you to reflect back, either in writing or verbally. These will be collected periodically and become part of your contribution grade.

We are not interested in note taking, we are interested in thought formation and critical thinking, so the emphasis of this grade is based on the quality and quantity of your contributions. Each unexcused absence will penalize your final grade, and even excused absences will likely lower your team evaluations and exam scores. The class discussions and activities are highly dependent upon the assignments for the day, so please come to class fully prepared to engage in a lively discussion! In addition, in-class presentations, discussion leadership, and outside activities will all be included in the class contribution grade. 20%

5. PEER EVALUATIONS (5% MIDTERM, 5% FINAL = 10% CUMULATIVE)

At midterm and final, we will engage in peer evaluations where you will be providing and receiving feedback about your team contributions and performance. Your grade will be based on the quality of your team membership, as assessed by your team members, and the quality of the CONSTRUCTIVE feedback you provide to your team members. These evaluations are similar to the evaluations you will receive THE REST OF YOUR PROFESSIONAL CAREER, and learning how to give and receive constructive feedback is a critical skill that will set you apart from many of your colleagues in your organization. These evaluations will also allow your team to improve your effectiveness and relationships throughout the semester.

ELEMENTS OF YOUR GRADE: Grades in this course will be based on your performance on the course requirements described above. Good performance on each assignment and exam is important to your overall success in this course.

Final grades in the course will be based on the percentage of total points (1000) that you earn, straight scale: Example: 90-93=A-; 94-97=A; 98-100=A+.

Doctor Gower’s Ironclad Rules of Engagement

I am a firm believer in running a classroom just like an organization, where I am the CEO and you are the managers. As such, all the rules below are similar (and often exactly) like what you will experience in your chosen organizations.

1 Turn off your cell phone. Laptops and/or mobile devices are allowed for note taking and reading, but if I call on you or notice you are not fully engaged in the class topic, you will lose the privilege of bringing any electronic note taking devices. Life and class are about paying attention, listening and contributing. If your cell phone rings or vibrates in class, or you are text messaging or reading texts, there will be a 50-point grade reduction, each time. Notify me PRIOR to class of an emergency situation.
2 If you miss class, you are responsible for getting the information from a class member. Please do not e-mail or call me or ask “Did I miss anything important the other day?” The answer is “Yes.” Most notes come from class discussion, not me, so I am your worst source of information.

3 All assignments are due at the beginning of class on the required day. Late assignments or make up exams are only accepted with prior instructor approval or by instructor approval within 24 hours in case of a documented emergency. Unless there is prior notification and approval by the instructor, there will be no late exams or late homework accepted.

4 Be ON TIME and PRESENT for ALL group presentations, whether you are presenting or not. Late or absent = 50 point class participation grade reduction.

5 You are responsible for any and all ELECTRONIC POSTINGS, EMAILS, VERBAL CHANGES AND DIRECTIONS, and SYLLABUS information and changes, including assignment and test due dates, regardless of whether or not you are in class or check your email. As a leader, you want to stay on top of your professional life and deadlines.

6 If you have a question about class, please ASK it in class to benefit all the students.

7 Please do not email me regarding your final grade before final grades are available on Blackboard. As I am sure you can imagine, a lot of thought and review go into assessing your final projects and class contribution. I will post a final letter grade on Blackboard for your review before officially posting grades to the UR system. Please also be honest with yourself about your grades – emailing me after the semester to dispute a grade, like a class contribution score, after you have missed class (excused or not excused), been late, or contributed very little is on you. Double click on the picture to see what I mean☺.

Please note: Because of the distributed nature of the Jepson experience, students are asked to attend several events that occur outside of regular class hours. You are REQUIRED to attend ALL of these presentations, including those posted here and added later in the semester. After attending each event, be prepared to briefly discuss your experience in class. IF YOU HAVE RECEIVED PRIOR INSTRUCTOR PERMISSION TO MISS AN EVENT, you must interview three classmates who attended and tie your questions and their answers back to class discussions and what learning goals were addressed from this experience.

Event Requirements
Jepson School of Leadership Studies Information

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

University of Richmond Information

HONOR CODE: Every piece of written work presented by individual students must have the honor pledge with the student’s signature on it. The pledge is: “I pledge that I have neither given nor received unauthorized assistance during the completion of this work.” Additionally, all internet and research work MUST BE PROPERLY CITED VIA APA REQUIREMENTS.

OTHER CAMPUS RESOURCES: 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. We will also spend a class session with a Boatwright research professional to provide you with the tools you need to be a better researcher.