LEADERSHIP AND THE SOCIAL SCIENCES

LEADERSHIP 102- Spring, 2013

INSTRUCTOR: Dr. Kim Gower
OFFICE HOURS: I will be around before and after class and if you need to meet please email me and we will schedule a time on Tuesday or Thursday!
EMAIL: kgower@richmond.edu
OFFICE LOCATION: Adjunct Office, Jepson Hall
COURSE TIME AND LOCATION: Jepson 107, 3 pm and 4:30 pm.

COURSE WEBSITE: http://leadership102-gower.weebly.com for assignments, links to readings, class calendar and homework posts. We will use Blackboard for tests and grades only.

Course Description

Welcome to Leadership 102! This course will be an interesting (borderline eclectic 😊) mix of leadership readings, videos, presentations and most of all DISCUSSION! We will combine your leadership interests with research and applied materials and discussion so that you leave 102 with an excellent understanding of how leadership is studied quantitatively and qualitatively, and applied from Homer to Steve Jobs.

Most of the readings will be available through our Weebly class website, and the others you will purchase via the bookstore or Amazon or your source of choice. The link for Weebly is on Blackboard and listed at the top of the syllabus. The readings may change slightly as we find out where your interests in leadership lie, and as new articles and opportunities arise that fit in well with our class discussions. I will ALWAYS discuss your upcoming assignments in class as well as post them on Weebly, so take GREAT NOTES and check in often at the class website.

Be sure to read/view/research your assignments BEFORE CLASS! We will operate in relaxed discussion atmosphere but that only works if you are ready to contribute. Please check below, too, because a big part of your grade is based on your class contribution. Leadership is all about interaction, hence the format of this class.

Since this course is designed to introduce you to the study of leadership through theoretical, empirical and practical explorations of social interaction, you will find that the course develops over the semester, and will include discussions from all disciplines (e.g., psychology, economics, political science, sociology, etc.). Regardless of the source and discipline, we will always examine and explore questions central to an understanding of leadership:

- Why is leadership so important to us?
- How do “bad” leaders rise to power?
- Is leadership a real phenomenon or is it just in the eye of the beholder?
- How do expectations and stereotypes impact how we perceive leaders?
- How is leadership depicted through popular media?
- What differences and similarities do we see between research on leadership and popular media portrayal of leadership?
- What do YOU want to know about leadership and why?
Thus, the ultimate goal of the course is to advance your understanding of leadership through an increased appreciation of the rich complexities of human behavior.

Course Requirements

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

1. WRITTEN ASSIGNMENTS:
   - One final “written” team project, a leadership iBook, will be completed and presented as your final exam during regularly scheduled final exam time. 20% of your grade 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? Another 10% of your grade will be based on the quality of the presentation you and your TEAM make to present your iBook to the class. **30% total**
   - One team formation project will be completed via a blog format and presented in class during Week 4. 10%

2. EXAMS (2): There will be two essay exams in this course, one midterm (around Week 7) and one cumulative exam the last regular week of class (Week 15). The exams will cover information from both in-class discussions and reading assignments, be open note, and be completed electronically via Blackboard. There will be a time limit and I strongly suggest you cut and paste the questions to Word, back up your work regularly via email or a cloud drive, and paste your answers back to Blackboard to avoid catastrophe! **10% each, 20% of total grade.**

3. CLASS Contribution: 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. **To help prepare you for class discussion you will find an Assignment Overview/Critical Thinking form on the home page of the class website. This form is designed to help you articulate your thoughts during the assignment, and note areas you would like clarified in class.** These forms will be collected at random and contribute to your class grade. You do not need to use “the form”, but you must use the ideas behind the form for what you turn in. We are not interested in note taking, we are interested in thought formation and critical thinking.

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 assigned reading for the day. You must come to class fully prepared to discuss the assigned readings. Inadequate class participation will lower your course grade. In addition, in-class presentations, discussion leadership, and outside activities will all be included in the class contribution grade. **20%**

4. Peer Evaluations: You will be providing and receiving feedback about your team contributions
and performance at the midpoint and end of the semester. Your grade on both of these 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. **10% midterm, 10% final, 20% of your total grade.**

**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.

- **Class Contribution:** 200 points
- **Exams:** 200 points
- **Peer Feedback:** 200 points
- **Group Formation:** 100 points
- **iBook:** 200 points
- **Presentation of iBook:** 100 points

**1000 points available**

Makeup Exams and Paper Extension Policy: Unless there is prior notification and approval by the instructor, there will be no late exams or late homework accepted.

**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.

**STUDENTS WITH DISABILITIES:** If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange reasonable and appropriate accommodations.

**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.

Doctor Gower’s Ironclad Rules of Engagement:

If you want to do well in this class, follow these simple and professional conduct guidelines:

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, laptop, and/or mobile devices. It is your job to pay attention to all information provided to you in class by listening and contributing. No vibrating, ringing, lighting up. TURN IT OFF. If your cell phone rings or vibrates in class, or you are text messaging or reading texts, there will be a 50-point class contribution 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. Be ON TIME and PRESENT for ALL group presentations, whether you are presenting or not. Late or absent = 50 point class participation grade reduction.

4. You are responsible for all ELECTRONIC POSTINGS, EMAILS, and SYLLABUS information and changes, including assignments, due dates, and rules.
5. All assignments are due at the beginning of class on the required day (including article overviews). 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. You will not be allowed to work on your article overviews during class so, as with any business meeting, come prepared!

6. I will not return student phone calls unless it is an emergency. Please e-mail or provide face-to-face communication for important matters regarding class.

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

8. E-mails must be appropriately addressed and formatted, and spell check should be set to run continuously on your computer(s) AND cell phones. E-mails with spelling or grammatical errors, a missing salutation, and/or not sufficiently signed will receive NO or a strongly worded, feedback-oriented response.

9. Professional meetings are typically conducted via appointment and with a set agenda. If you would like to speak to me, please make an appointment and let me know what you would like to discuss. Students with an appointment will always have priority.

10. You may NOT copy and paste from the internet. It is illegal, unethical, and unacceptable, and will result in a “0” grade. Cite your work appropriately, via APA standards.

Tentative Class Schedule (To be updated after Week 1)

Please view: http://leadership102-gower.weebly.com

Week 1:
Class Introduction, Class Discussion of Leadership and topics of interest;
Listen, Learn, then Lead TED video
Simon Sinek: Inspirational Leadership TED video
WSJ leadership topic videos

Week 2:
The Classic Touch, Parts 1 & 2, The Classical World, The Renaissance

Week 3:
The Classic Touch, Part 3
Marshmallow Challenge
Group Formation Project Assignment

Week 4:
Tuesday, Feb 5 - Library research with Ms. Lucretia McCulley, Library, Basement Level 2
Group Formation Project Blog Presentations

Week 5:
Finish Blog Presentations
Discuss Fortune Top Leaders of 2012 and The Classic Touch leaders
Movies to Manage By assignments
Week 6:
Movies to Manage By Presentations
Reading Assignments for empirical discussions

Week 7:
**Peer Evaluations**
Peer Evaluation Debrief
**Midterm Exam**

Week 8:
Psychology Article Discussions: Psychology of a Leader: Five Factors, Self Efficacy, Dark Side

Week 9:
Spring Break
Begin reading Steve Jobs Book

Weeks 10/11:
Followers, Impression Management, Framing, Conflict Resolution, Communication

Week 12:
Leadership Styles: Authentic, Servant-based, LMX

Week 13:
International Leadership and Competencies: Power, Negotiating, Decision Making
Steve Jobs Book

Week 14:
Monday, April 15 – attend Jepson School of Leadership presentation by Nan Keohane
Steve Jobs Book
Current State of Leadership Research: Context, Levels, Competencies, Skills, Behaviors, Dimensions

Week 15:
**Semester Exam**
**Peer Evals**

Final Exam Week: **Presentation of iBook Project**

READINGS will be posted on the class Weebly site and assigned in class

**Research and Events Requirements**

**Research Request**

Because we think that one of the best ways to learn about research is to actually be involved in the process, students in LDST102 should volunteer to be participants in research projects. As is the case at most major universities, researchers at the University of Richmond are currently studying a number of topics that are related to leadership—such as personality, cognition, memory, group behavior, and sex differences—and they need your help to carry out this research. Researchers will contact you periodically throughout the semester, via SpiderBytes
and email, and ask if you have time to take part in their research. Involvement can vary from responding to an online survey to going to a laboratory to take part in an experiment. If you agree to take part in a research session, it is important that you be sure to attend at the time scheduled. Please write a short paragraph about the research and your experience and give it to me by Week 14. Your participation will help your class contribution score.

**Events Requirement**

Because of the distributed nature of the Jepson experience, students are asked to attend several events that occur outside of regular class hours. You may be required to attend up to THREE of these talks and after attending each event, be prepared to briefly discuss your experience in class.