LDST 102 (Spring 2014)
Leadership and the Social Sciences

Instructor: D. Tony Kong, Ph.D.
Email: tkong@richmond.edu
Class time: Tuesdays and Thursdays 1:30-2:45PM
Classroom: JPSN 107
Office hours: Tuesdays and Thursdays 3-4PM or by appointment
Course website: http://blackboard.richmond.edu

COURSE OBJECTIVES

The main goal of this course is to introduce you to the study of leadership. We will discuss various issues central to a critical understanding of leadership (personality and individual differences, decision making, social relations, conflict resolution, and small groups) as well as the relationship between leadership and the social sciences. The course will also introduce you to statistics as an important tool for the social sciences. Effective leaders are often equipped with adequate quantitative skills. Finally, you will learn how to apply your knowledge to practice through case analysis, exercises, and group projects.

COURSE MATERIALS

- Course readings
RULES FOR GRADING

The quality of your works, presentation, 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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Final Score</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
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<tr>
<td>A</td>
<td>93-96.9</td>
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<tr>
<td>A-</td>
<td>90-92.9</td>
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<td>B+</td>
<td>87-89.9</td>
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<tr>
<td>B</td>
<td>83-86.9</td>
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<tr>
<td>B-</td>
<td>80-82.9</td>
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<td>C+</td>
<td>77-79.9</td>
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<tr>
<td>C</td>
<td>73-76.9</td>
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<tr>
<td>C-</td>
<td>70-72.9</td>
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<td>D+</td>
<td>67-69.9</td>
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<td>D</td>
<td>63-66.9</td>
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<tr>
<td>D-</td>
<td>60-62.9</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

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): 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/ 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 (15%)
- Reading summary (10%)
- Group paper (20%)
- Group presentation (10%)
- Midterm exam (20%)
- Final exam (25%)

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 1PM on the day of class. If you (1) fail to provide such notice or (2) inform me after 1PM (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. For the statistics workshops, you must complete the readings and assigned homework before the workshops. Although your statistics homework will not be graded, it will help you with the exams. The exams will entail statistics questions that are similar to those in the homework.
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. Reading Summary (10%)

Before each session with required readings (by 1:30PM), you must submit a Word document with a summary of all the readings (except for the optional readings) for that session (about 250 words for each reading) to Blackboard (the respective folder for each of the sessions). This will help you better prepare for the class discussions and the exams. Your reading summary for each session will be graded by the instructor based on their overall quality (0=fail, 1=pass, 2=good). Failure to submit the summary for any session on time will automatically lead to a score of zero for that session.

3. Group Paper (20%)

You will work in groups of three or four to prepare a 12-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 specific leader. You may incorporate anything covered or not covered in the course into your analysis. However, you need to provide focused and 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. This group assignment provides a good opportunity for you to practice your team skills.

Your group paper 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 citation style, 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)

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.

The group paper is due by **1:30PM on April 22, 2014**. One of your group members should submit it to Blackboard (the folder for the group paper). Your file should be named as “GroupPaper_Group #”, where # is your group number.

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 sum of the score of the group paper given by the instructor (15%) and the average score of your group members’ evaluations of your contributions (5%).
4. Group Presentation (10%)

You and your group members will make a 20-minute group presentation regarding your group paper, respectively. Every one of your group has to speak during the group presentation but you all will receive the same score for the presentation. The grading of the presentation will mainly focus on the following equally important criteria: organization, knowledge, communication aids, critical analysis, and stage presence.

- **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 focused and 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/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.

An excellent presentation provides 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 your knowledge and present your ideas/analysis clearly, and whenever possible, provide prescriptive advice and suggestions to your peers. You may incorporate multi-media to make your presentation creative and fun, such as video clips, audio clips, website demonstration, role-play, etc.

5. Midterm Exam (20%) and Final Exam (25%)

There will be two exams. They will cover what is discussed in classes. Their details will be discussed later. Based on previous student experience, I highly recommend that you prepare for the exams ahead of time rather than wait till the “last minute.”
# Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Overview</td>
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<tr>
<td>1</td>
<td>1/14</td>
<td>Introduction</td>
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<tr>
<td>Individual Differences</td>
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<td>2</td>
<td>1/16</td>
<td>Personality</td>
<td>Reading summary</td>
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<tr>
<td>3</td>
<td>1/21</td>
<td>Intelligence</td>
<td>Reading summary</td>
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<tr>
<td>4</td>
<td>1/23</td>
<td>Motivation</td>
<td>Reading summary</td>
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<td>5</td>
<td>1/28</td>
<td>Statistics workshop 1</td>
<td>Textbook CH1-3 homework</td>
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<tr>
<td>Decision Making</td>
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<td>6</td>
<td>1/30</td>
<td>Decision theories</td>
<td>Reading summary</td>
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<tr>
<td>7</td>
<td>2/4</td>
<td>Psychological biases</td>
<td>Reading summary</td>
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<tr>
<td>8</td>
<td>2/6</td>
<td>Case analysis 1 – Part 1</td>
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<tr>
<td>9</td>
<td>2/11</td>
<td>Case analysis 1 – Part 2</td>
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<tr>
<td>Social Relations</td>
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<td>10</td>
<td>2/13</td>
<td>Social stereotyping</td>
<td>Reading summary</td>
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<tr>
<td>11</td>
<td>2/18</td>
<td>Power and influence</td>
<td>Reading summary</td>
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<tr>
<td>12</td>
<td>2/20</td>
<td>Review</td>
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<td>13</td>
<td>2/25</td>
<td>Midterm exam (Sessions 1-11)</td>
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<td>14</td>
<td>2/27</td>
<td>Case analysis 2 – Part 1</td>
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<td>3/4</td>
<td>Case analysis 2 – Part 2</td>
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<td>16</td>
<td>3/6</td>
<td>Statistics workshop 2</td>
<td>Textbook CH4-5 homework</td>
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<td>Conflict Resolution</td>
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<tr>
<td>17</td>
<td>3/18</td>
<td>Bargaining and negotiation</td>
<td>Reading summary</td>
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<tr>
<td>18</td>
<td>3/20</td>
<td>Library resources (Lucretia McCulley)</td>
<td>Boatwright Computer Classroom B26, Basement Level 2 (Attendance Required)</td>
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<td>19</td>
<td>3/25</td>
<td>Intractable conflict</td>
<td>Reading summary</td>
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<td>20</td>
<td>3/27</td>
<td>Diversity-related conflict workshop</td>
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<td>Small Groups</td>
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<td>21</td>
<td>4/1</td>
<td>Social identity</td>
<td>Reading summary</td>
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<td>22</td>
<td>4/3</td>
<td>Team exercise</td>
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<td>23</td>
<td>4/8</td>
<td>Group dynamics</td>
<td>Reading summary</td>
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<td>24</td>
<td>4/10</td>
<td>Statistics workshop 3</td>
<td>Textbook CH6-7 homework</td>
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<td>Conclusion</td>
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<td>4/15</td>
<td>Review</td>
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<td>26</td>
<td>4/17</td>
<td>No class, group presentation preparation</td>
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<td>27</td>
<td>4/22</td>
<td>Group presentation – Part 1</td>
<td>Group Paper</td>
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<td>28</td>
<td>4/24</td>
<td>Group presentation – Part 2</td>
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<td>29</td>
<td>5/1</td>
<td>Final exam (9AM-noon, JPSN 107)</td>
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COURSE READINGS

SESSION 1. INTRODUCTION

SESSION 2. PERSONALITY

SESSION 3. INTELLIGENCE

SESSION 4. MOTIVATION

SESSION 6. DECISION THEORIES

SESSION 7. PSYCHOLOGICAL BIASES
SESSION 10. SOCIAL STEREOTYPING

SESSION 11. POWER AND INFLUENCE

SESSION 17. BARGAINING AND NEGOTIATION

SESSION 19. INTRACTABLE CONFLICT

SESSION 21. SOCIAL IDENTITY
SESSION 23. GROUP DYNAMICS
