

**THEORIES AND MODELS OF LEADERSHIP
LEADERSHIP 300- FALL 2007**

INSTRUCTOR: Dr. Crystal Hoyt **OFFICE HOURS:** WED 10am-12noon & by appt.
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COURSE TIME AND LOCATION: Tuesday, Thursday 11:15pm- 12:30pm; Jepson 101

COURSE WEBSITE: <http://blackboard.richmond.edu>

READINGS:

The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings **before** the class period during which they are discussed.

Texts:

- Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Little Brown.
- Gardner, H. (1995). *Leading Minds: An Anatomy of Leadership*. Basic Books.

The remaining readings will be available on electronic course reserves. The readings may change slightly and other readings may be assigned during the semester.

DESCRIPTION OF THE COURSE:

In this course we will examine the science of leadership by reviewing both classic and contemporary leadership theories and models. We will begin with an introduction to the role of theory in science. Our subsequent review of leadership theories is roughly organized into 3 perspectives: the leader perspective, leader-follower interactions, and the follower perspective.

GOALS OF THE COURSE:

1. To foster an appreciation for the role of theory and research in our understanding of leadership.
2. To think critically, analytically, and integratively about theory and research as it relates to leadership.
3. To understand the classic approaches to understanding leadership including the trait approach, the behavioral approach, and contingency theories.
4. To gain a better understanding of leadership through an examination of extraordinary individuals.
5. Develop an enhanced understanding of leader-follower interactions including the exchange and transforming elements of leadership.
6. Gain a better understanding of power and influence processes wherein individuals persuade others to adopt new values, attitudes, and goals.
7. To develop an understanding of evolutionary perspectives on leadership.
8. To better understand the role of social perception and social cognition in the leadership process.
9. To gain a better understanding of gender and leadership.
10. Gain a better understanding of the role of mortality concerns in leadership processes.
11. To work collaboratively with other students on a research project of mutual interest.
12. To refine and extend skills in writing papers, to develop and strengthen oral presentation skills, and to enhance both library and empirical research skills.

COURSE REQUIREMENTS

1. **WRITTEN ASSIGNMENTS:** You will be required to write two papers this semester. The first paper is due Oct. 30th. The second paper is due Friday, December 14. Details for each assignment will be provided in the course.
2. **EXAMINATIONS:** There will be two exams in this course, one midterm and one non-cumulative final. The exams will cover information from both in-class discussions and reading assignments.

3. GROUP PRESENTATION: Students will be assigned to one of four groups and each of these groups will lead a class session applying and assessing recent reading.

4. CLASS PARTICIPATION: This course is predicated on the active participation of all members. You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. The emphasis is on quality of class participation rather than quantity. Each unexcused absence will penalize your final grade. 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.

Makeup Exams and Paper Extension Policy: Only under extraordinary circumstances will a make-up exam be administered or will a late paper be accepted. When these extraordinary circumstances arise, a letter from the Dean is required. A paper turned in late without an acceptable excuse will be docked 10 percentage points for each day it is late. Makeup exams may take an alternative form to that taken by the rest of the class.

ELEMENTS OF YOUR GRADE:

Grades in this course will be based on your performance on the two exams, the writing assignments, and class presentations and participation. Good performance on each assignment and exam is important to your overall success in this course. Your *total points* will be based on the following components:

Paper 1	10%
Paper 2	25%
Exam 1	25%
Exam 2	25%
Group Presentation	10%
Class participation	5%

Total	100%

Final grades in the course will be based on the percentage of total points that you earn, according to the following cutoffs:

<i>Percentages for final grades:</i>	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	50-60%
Utter humiliation	< 50%
<i>Plus and minus grades are not shown but will be used</i>	

HONOR CODE: The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. 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."

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

LDST 300 – FALL 2007
Class Schedule and Reading Assignments

- Aug. 28 **Introductions**
Aug. 30 **Science, Theories, and Models**
- Antonakis, J., Schriesheim, C. A., Donovan, J. A., Gopalakrishna-Pillai, K., Pellegrini, E. K., & Rossomme, J. L. (2004). Methods for Studying Leadership. In J. Antonakis, A.T. Cianciolo, & R. J. Sternberg (Eds.), *The Nature of Leadership* (pp. 48-70). Thousand Oaks: Sage.
 - Aronson, E. (1999). Social psychology as a science. In *The Social Animal*. Pp. 427-451.
- Sept. 4 **Freakoleadership**
- Levitt, S. D., & Dubner, S. J. (2005). *Freakonomics*. Harper Collins Publishers Inc. Chapters 2-4 (pp. 55-144).
- THE LEADER PERSPECTIVE**
- Sept. 6 **Leader Traits and Personality**
- Hogan, R., Curphy, G.J., & Hogan, J. (1994). What we know about leadership: Effectiveness and personality. *American Psychologist*, 49, pp. 493-504.
 - Zaccaro, S.J., Kemp, C.F., & Bader, P. (2004). Leader traits and attributes. In J. Antonakis, A.T. Cianciolo, & R. J. Sternberg (Eds.), *The Nature of Leadership* (pp. 101-124). Thousand Oaks: Sage.
- Sept. 11 **Contingency Theories**
- Fiedler, F.E. (1993). The leadership situation and the black box in contingency theories. In Chemers, M.M. & Ayman, R. (eds.), *Leadership theory and research*. Boston: Academic Press. Chapter 1, pp. 1-28.
 - Chemers, M.M. (1997) *An integrative theory of leadership*. Mahwah, NJ: Erlbaum. Chapter 3, The contingency model and its sequelae, pp. 28-43.
- Sept. 13 **Intelligence and Leadership**
- Gardner, H. (1993). *Multiple intelligences: The theory in practice* New York, NY: Basic Books. pp. 3-48.
 - Murphy, S. E., Reichard, R. J., & Johnson, S. K. Self Regulation and Leadership: Implications for Leader Performance and Leader Development. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.
 - Salovey, P & Grewal, D. (2006). The science of emotional intelligence. *Current directions in psychological science*, 14, 281-285.
- Sept. 18 **Leading Minds**
- Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books. Chapters 1-5 (pp. 3-109).
- LEADER-FOLLOWER INTERACTIONS**
- Sept. 20 **Relationships and Exchange**
- Messick, D. (2005). On the psychological exchange between leaders and followers. In D. Messick, and R. Kramer (Eds.) *The psychology of leadership: New perspectives and research* (pp. 81-96). Mahwah, NJ, Lawrence Erlbaum Associates.
 - Hollander, E.P. (1993). Legitimacy, power, and influence: A perspective on relational features of leadership. In Chemers, M.M. & Ayman, R. (eds.), *Leadership theory and research*. San Diego: Academic Press. Chapter 2, pp. 29-48.
- Sept. 25 **Transforming, Transformational and Charismatic Leadership**
- Burns, J.M. (1978). *Leadership*. New York: Harper & Row. Chapter 2, The structure of moral leadership, pp. 9-46.

- Bass, B.M., & Avolio, B.J. (1993). Transformational leadership: a response to critiques. In Chemers, M.M. & Ayman, R. (eds.), *Leadership theory and research*. San Diego: Academic Press. Chapter 3, pp. 49-80.
 - House, R.J., & Shamir, B. (1993). Toward the integration of transformational, charismatic, and visionary theories. In Chemers, M.M. & Ayman, R. (eds.), *Leadership theory and research*. San Diego: Academic Press. Chapter 4, pp. 81- 107.
- Sept. 27 **Transforming, Transformational and Charismatic Leadership**
 - Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books. Chapters 11 (pp. 203-221) and 14 (pp. 267-284)
 - Halverson, S. K., Murphy, S. E., & Riggio, R. (2004). Charismatic Leadership in Crisis Situations: A Laboratory Investigation of Stress and Crisis. *Small Group Research*, 35), 495-514.
 - Mio, J. S., Riggio, R. E., Levin, S., & Reese, R. (2005). Presidential leadership and charisma: The effects of metaphor. *The Leadership Quarterly*, 16, 287-294.
- Oct. 2 **Group 1: Application and Assessment: Charisma**
- Oct. 4 Justice and Leadership
 - Tyler, T.R. & Lind, E.A. (1992). A relational model of authority in groups. *Advances in Experimental Social Psychology*, 25. San Diego: Academic Press. pp. 115-191.
- Oct. 9 **Power and Influence**
 - Magee, J.C., Gruenfeld, D.H., Keltner, D.J., & Galinsky, A.D. (2005) Leadership and the Psychology of Power. In D.M. Messick & R.M. Kramer (Eds.). *The Psychology of Leadership*, Chapter 12, pp. 275-293.
 - Raven, B. (1965). Social influence and power. In I.D. Steiner & M. Fishbein (eds.) *Current Studies in Social Psychology*, pp. 371-382. New York: Holt, Rinehart & Winston.
- Oct. 11 **Mid-term Exam**
- Oct. 16 **FALL BREAK**
- Oct. 18 **Social Influence- I**
 - Cialdini, R. B., & Sagarin, B. J. (2005). Interpersonal influence. In T. Brock & M. Green (Eds.), *Persuasion: Psychological insights and perspectives* (pp. 143-169). Newbury Park, CA: Sage Press.
- Oct. 23 **Social Influence- II**
 - Aronson, E. (1995). Mass communication, propaganda, and persuasion. In *The Social Animal*. Pp. 57-116.
 - Olson, J. M., & Haynes, G. A. Persuasion and leaders. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.
- Oct. 25 **Group 2: Application and Assessment: Social Influence**
- Oct. 30 **Evolutionary Theory and Leadership**
 - Van Vugt, M., Johnson, D. D. P., & O’Gorman, R. Evolution and the Social Psychology of Leadership: The Mismatch Hypothesis. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.
 - Paper 1 due.
- Nov. 1 **Class Study Day: No Class (get an early start on the readings for the next class)**
- Nov. 6 **THE FOLLOWER PERSPECTIVE**
 - Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Little Brown. Introduction and Chapter 1-3 (pp. 3-98).
 - Emrich, C. G. (1999). Context effects in leadership perception. *Personality and Social Psychology Bulletin*, 25, 991-1006.

- Nov. 8
Nov. 13
- Group 3: Application and Assessment: Implicit Associations
Implicit Leadership Theory and Social Identity Theory**
- Forsyth, D. R., & Nye, J. L. Seeing and Being a Leader: The Perceptual, Cognitive, and Interpersonal Roots of Conferred Influence. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.
 - Hogg, M. A. (2005). Social Identity and Leadership. In D. M. Messick & R. M. Kramer, (Eds.), *The Psychology of Leadership: New Perspectives and Research* (pp. 53-89). Mahwah: New Jersey: Lawrence Erlbaum Associates.
- Nov. 15
- Terror Management Theory**
- Cohen, F., Solomon, S., Maxfield, M., Pyszczynski, T., & Greenberg, J. (2004). Fatal attraction: The effects of mortality salience on evaluations of charismatic, task-oriented, and relationship-oriented leaders. *Psychological Science*, 15(12), 846-851.
 - Landau, M.J., Solomon, S., Arndt, J., Greenberg, J., Pyszczynski, T., Miller, C., Cohen, F., & Ogilvie, D.M., & Cook, A. (2004). Deliver Us from Evil: The Effects of Mortality Salience and Reminders of 9/11 on Support for President George W. Bush. *Personality and Social Psychology Bulletin*, 30, 1136-1150.
- Nov. 20
- Evaluations of Dead Leaders**
- Allison, S., & Eylon, D. (2005). The demise of leadership: Death positivity biases in posthumous impressions of leaders. In D. Messick, and R. Kramer (Eds.) *The psychology of leadership: New perspectives and research* (pp. 295-317). Mahwah, NJ, Lawrence Erlbaum Associates.
 - Allison, S. T., & Goethals, G. R. Deifying the Dead and Downtrodden: Sympathetic Figures as Inspirational Leaders. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.
- Nov. 22
Nov. 27
- THANKSGIVING**
- Gender and Leadership**
- Eagly, A.H., & Carli, L.L. (2004) Women and men as leaders. In Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. *The nature of leadership*, Chapter 12, pp. 279-301, Thousand Oaks: Sage.
 - Hoyt, C., & Chemers, M. Social stigma and leadership. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), *Social Psychology and Leadership*. New York: Praeger.
 - Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books. Chapter 10, Eleanor Roosevelt, Ordinarity and Extraordinariness
- Nov. 29
Dec. 4
Dec. 6
- Group 4: Application and Assessment: Gender and Leadership
Final Exam
Review and Integration**
- Paper 2 due December 14.

Note: All dates are tentative and subject to change.