

LDST 300: Theories and Models of Leadership	
Fall 2005	
Instructor	<p>Don Forsyth Office: 233 Jepson Hall Phone: 289-8461 Email: dforsyth@richmond.edu Office Hours: MW AM and online</p> <p>A social psychologist, Don received his Masters and Ph.D. from the University of Florida. He studies group processes, leadership in therapeutic groups, co-leadership, and ethics. He currently holds the Leo K. and Gaylee Thorsness Chair in Ethical Leadership.</p>
Class	Monday and Wednesdays 2:45 to 4:00 in Room 106 of Jepson (and 24/7 on the Internet via Blackboard)
Course description and goals	This course examines theories and models in leadership studies. Introduces role of theory in science and both classic and contemporary leadership theories/models are presented. Emphasis on critical analysis of theoretical perspectives. (Prior to fall 2005: course was LDSP 300 History and Theories of Leadership.)
Course goals	<p>Content: One of the primary aims of this course is to review, comprehensively, extant theory and research pertaining to leadership. We will examine such questions as:</p> <ul style="list-style-type: none"> • What is leadership? • What is power, and how does it shape leadership processes? • Do leaders have distinctive personalities? • Are leaders necessarily highly intelligent? • How can leaders dispatch their responsibilities ethically? • How can leaders motivate those they work with? • What is the nature of leadership in small work groups and teams? • How does the nature of the organization shape leadership? • Are women and men equally suited to lead? • What is a charismatic leader? • Is leadership rooted in genetic foundations? • How do cognitive factors shape followers' perceptions of their leaders? <p>Method: Beyond pure content—the facts, theories, and findings—we will also examine the process of leadership study: how social scientists generate their theories, how they do research, and assumptions that guide them in their work. You will not only learn things like "Theory Y predicts this will happen" or "Such and such study supported this hypothesis," but also the reasons behind the research.</p> <p>Skill development: I hope that you will participate actively in this course, and as a result develop a number of academic and scholarly skills, including gains in critical thinking, ethical thought, writing and communication, information search and retrieval, technological skills, scientific skills, and study skills. You will may also develop enhanced leadership skills, although this course is not a "how to" course.</p>

Course topics	<ul style="list-style-type: none"> • Defining leadership • History of leadership theory and research • Science and its procedures • Theories and models of leadership • Research methods: Measurement • Research methods: Research procedures • Power and influence • Values and ethics • Personality 	<ul style="list-style-type: none"> • Intelligence • Motivation and emotion • Groups and teams • Organizational leadership • Contingency theories • Charismatic leadership • Men, women, and leadership • Leadership across cultures • Social cognition and leadership • Evolutionary perspectives • Reactions to leadership • Leadership skills
Teaching and learning methods	<p>We will use a variety of structured learning experiences to achieve course goals, including in-class and extra-class activities. We will spend our classroom time in lecture, discussions, demonstrations, activities, and audiovisual events. Our in-class sessions serve several purposes: they clarify difficult topics discussed in the text, extend the text's content, and offer alternative ways of looking at the topics. The demonstrations and activities are designed to stimulate you to think critically about leadership. Discussions will provide you the opportunity to express your understanding of leadership in your own words, and to raise questions that you find personally interesting. If you need addition information about a topic mentioned in the text, or you have a problem understanding a particular portion of the text, just ask.</p> <p>This class also uses World Wide Web-based instruction extensively. In some cases I will email additional materials to you, and if class must be cancelled I will hold the session on-line instead. Office hours, too, will be held on line. Many of the activities, papers, quizzes, and supplemental readings will also take advantage of the WWW, primarily Blackboard. If you do not already have decent Blackboard skills, you will have the chance to polish them in this class.</p>	
Textbook and readings	<p>You will acquire much of your information about leadership, both in this class and for the rest of your life, by reading and studying texts. This course uses a standard textbook, an edited book of readings, and additional readings (usually made available via Blackboard). The two key texts are:</p> <ul style="list-style-type: none"> • <i>Leadership: Enhancing the Lessons of Experience</i> by Richard L. Hughes, Robert C. Ginnett, and Gordon J. Curphy (5th edition). ISBN: 0-07-288120-8, Copyright 2006 (McGraw-Hill). • <i>The Nature of Leadership</i>, edited by John Antonakis, Anna T. Cianciolo, & Robert J. Sternberg, ISBN 0-7619-2715-8, Copyright 2004 (Sage). 	

<p>Activities and assignments</p>	<p>We will carry out a variety of projects and activities during the semester. Recurrent, regularly occurring tasks will include (a) oral, written, or on-line summaries of readings or answers to questions, (b) presentations (oral and written) of research ideas and/or reaction papers (c) on-line quizzes, (d) participation in discussion, (e) and the completion of written papers. Most of the written papers will ask you to answer several questions in 3 or 4 paragraphs. Others will be based on in class activities or email/WEB based activities. These papers will ask you to express your understanding of leadership in your own words. Some projects will be designed to help you burrow deeply into the readings.</p> <p>Semester-long tasks include developing a paper putting forth your personal theory of leadership, reporting on an interview with a leader of your own choice, and completing a series of leadership skill modules. Details on these major projects will follow.</p>
<p>Feedback about progress</p>	<p>Your progress toward the goals of the class will be checked through quizzing and testing. Quizzes will usually be administered using the Blackboard, but occasionally in class. In-class quizzes will be closed-book, but Blackboard quizzes will be open-book. We will also have 2 examinations and a final examination. All tests and quizzes will be announced, in advance, through e-mail. Naturally, items on the tests will cover all course material, no matter what its source (e.g., lecture, text, or film). The final examination will include some cumulative material, but you will be provided with a study preparation sheet for the cumulative portion of the final examination (only). Exams will be a mix of multiple choice and short answer.</p>
<p>Grading</p>	<p>Your grade in the course depends on your successful completion of assigned tasks. A grade of A will be awarded only to those who complete assignments skillfully, discuss material enthusiastically, take an active and positive role in class, and complete other class assignments. I will warn you, by the date for withdrawal, if I consider your work to be of failing quality. However, because much of your grade in class is based on material turned in after that date (e.g., your final paper, leadership interviews) this feedback will not be dispositive.</p> <p>The distribution of grades will be based on a standard criterion referenced grading system. If you earn a certain number of points needed for a grade, you will receive that grade. Cut offs for grades are etched in stone, and based on the standard A = 90-100%, B = 80-89%, etc. approach. If technical or logistical problems arise (or errors in planning must be corrected), then this system may be revised. You will be notified, in class, of any changes.</p>

<p>Instructor responsibilities</p>	<p>As the instructor, I will help you learn the course material by giving lectures, leading discussions, assigning activities that ask you to think about leadership processes, answering your questions, and giving you feedback about your progress towards your goals. Remember that my primary responsibility is to help you learn about leadership. If you have any questions about course material, please email me, call, or come to my office.</p>
<p>Student responsibilities</p>	<p>You are responsible for reading the text, coming to class, studying the material, taking the required examinations, completing the assigned activities, and logging into Blackboard regularly. Your task of learning will be much easier if you (a) ask me questions about the readings and topics; (b) keep up with the readings; (c) communicate with classmates regularly; (d) talk to me during office hours; and (e) take advantage of electronic resources available to you. This course will require a minimum of 9% of your week's time, and more if you are unfamiliar with the material or just beginning advanced studies. Budget your time accordingly. You are ultimately responsible for your learning in this class: if you earn an A you can be proud of your accomplishment, but should you fail you will have to bear the bulk of the blame.</p>
<p>Policies</p>	<ul style="list-style-type: none"> • Please plan to arrive on time and remain until the final minute of class. I am careful to make certain that class does not run over, but I expect your attention for the entire class period. • Attendance is urged, but is not mandatory. If you must be absent for religious reasons, because you are involved in University-level athletics, or some other good reason, inform me by email of the conflict. • Some quizzes and in-class activities can not be made up if you miss them (because they will be based on group-level interactions) but “replacements” for a limited number missed activities will be provided at the semester’s end. If you are ill on the day of an examination, please leave me a voice mail message prior to the class. You will have 1-week to make up the test. • The No-no’s: IMing, celling, emailing, text-messaging in class (and no extra credit). • Please be certain to review and comply with the University of Richmond academic integrity policy.

Issues	<p>Disabilities: Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require I provide academic adjustments or accommodations for students with documented disabilities. Students seeking such adjustments or accommodations should follow the procedures established by the University, and contact me as soon as possible so that adjustments or accommodations can be arranged.</p> <p>Sensitivity. This course examines sensitive topics pertaining to human behavior, so students should realize that they may acquire insight into their own personalities, actions, and tendencies as a result of participation. We will often focus on very sensitive issues, including prejudice, religious values, spirituality, morality, and values. All of us should strive to remain sensitive to the feelings and perspectives of others during these discussions. As a general rule, the goals of any particular exercise will be described beforehand except when full disclosure in advance will undermine the educational or scientific value of the experience.</p>
Normative Assumptions	<ol style="list-style-type: none"> 1. The central goal of this class: To develop a scientific understanding of leadership. 2. Wax on, wax off, or: Time on task is essential; this course will require at least 9 percent of our time. Please do not miss classes and please arrive on time. 3. Our motivation is intrinsic. We study leaders and leadership because they intrigue us. 4. We are a collective, so all share responsibility for the exploration of leaders and leadership. Please be prepared to discuss all assigned texts. If you have questions or thoughts about the readings jot them down and bring them to class. 5. Nulla dies sine linea. 6. It is fine to focus on the details (the devil is, after all, in the details) while on your way to seeing the “big picture.” 7. Science prospers when basic and applied research are unified through strong theory. 8. There is no one best way to do anything--especially science.