

<b>LDST 300: Theories and Models of Leadership</b>			
<b>Fall 2007</b>			
Don Forsyth, Instructor	<p>Office: 233 Jepson Hall                      Phone: 289-8461  Email: <a href="mailto:dforsyth@richmond.edu">dforsyth@richmond.edu</a>      Office Hours: MW AM and online</p> <p>A social psychologist, Don received his Ph.D. from the University of Florida. He studies groups, leadership, ethics, and a variety of other social processes. He holds the Leo K. and Gaylee Thorsness Chair in Ethical Leadership.</p>		
Class	Class 1:35 pm - 2:25 pm MWF Jepson Hall 102 Aug 27, 2007 - Dec 07, 2007 Lecture		
Description	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.		
Mission	The course is a key component of the overall University of Richmond curriculum. Hence, it sustains “a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.” As a course in Jepson, this course strives to educate people “for and about leadership”.		
Goals	<p><b>Content:</b> One of the primary aims of this course is to review, comprehensively, the science of leadership. Hence we will examine extant theory and research pertaining to leadership by asking:</p> <ul style="list-style-type: none"> <li>• What is leadership?</li> <li>• Why is leadership so hard?</li> <li>• What is power, and how “power” different from “leadership?”</li> <li>• Do leaders have distinctive personalities?</li> <li>• Are leaders necessarily highly intelligent?</li> <li>• Why do leaders sometimes make chose to act in immoral ways?</li> <li>• How can leaders motivate those they work with?</li> <li>• Are women and men equally suited to lead?</li> <li>• Does leadership have genetic and/or evolutionary roots?</li> <li>• How do cognitive factors shape followers’ perceptions of their leaders?</li> </ul> <p><b>Process:</b> Beyond pure content—the facts, theories, and findings—we will also examine the process of leadership study: how social scientists generate theories and do research. We will not only learn things like "Theory Y predicts this will happen" or "Such and such study supported this hypothesis," but also the assumptions that guide the research.</p> <p><b>Skills:</b> I hope you will participate actively in this course, and so 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 leadership skills, but this course is not a “how to” course.</p>		
Course topics	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• History of leadership theory and research</li> <li>• Science and its procedures</li> <li>• Theories and models of leadership</li> <li>• Research methods: Measurement</li> <li>• Research methods: Research procedures</li> <li>• Power and influence</li> <li>• Values and ethics</li> <li>• Personality</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Motivation and emotion</li> <li>• Contingency theories</li> <li>• Charismatic leadership</li> <li>• Men, women, and leadership</li> <li>• Leadership across cultures</li> <li>• Social cognition and leadership</li> <li>• Evolutionary perspectives</li> <li>• Reactions to leadership</li> <li>• Defining leadership</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• History of leadership theory and research</li> <li>• Science and its procedures</li> <li>• Theories and models of leadership</li> <li>• Research methods: Measurement</li> <li>• Research methods: Research procedures</li> <li>• Power and influence</li> <li>• Values and ethics</li> <li>• Personality</li> </ul>	<ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Motivation and emotion</li> <li>• Contingency theories</li> <li>• Charismatic leadership</li> <li>• Men, women, and leadership</li> <li>• Leadership across cultures</li> <li>• Social cognition and leadership</li> <li>• Evolutionary perspectives</li> <li>• Reactions to leadership</li> <li>• Defining leadership</li> </ul>
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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 readings, raise questions about the scientific method, stimulate you to think critically about leadership, and provide you with the opportunity to express your understanding of leadership in your own words. If you need additional information about a topic 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 office hours will often 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 books, articles, and online sources. The books are:</p> <ul style="list-style-type: none"> <li>• <i>Blink: The Power of Thinking Without Thinking</i>. Malcolm Gladwell Little Brown 0-316-17232-4</li> <li>• <i>Transforming Leadership</i> James MacGregor Burns 0-8021-4118-8</li> <li>• <i>Leading Minds: An Anatomy of Leadership</i> Howard Gardner 0-465-08280-7</li> </ul> <p>Readings are available on course reserves or via Blackboard. I selected these particular readings for different reasons. Blink, for example, explains how people think, sometimes too quickly, when they make decisions. Leading Minds, in contrast, is a classic in the field of leadership studies. And any scholar of leadership should read at least one of Dr. Burns' books on leadership. The books and readings are all similar in that they ask you to think about leadership as a process, and consider how this social process can be studied empirically. All readings are "real" readings: if we aren't going to examine the reading, then I identify the reading as "optional" and you won't be required to know its content.</p>
Activities, assignments, quizzes, exams	<p>We will carry out a variety of projects and activities during the semester, including quizzes, exams, papers, etc: Some of these projects will be completed by groups rather than individuals.</p> <ul style="list-style-type: none"> <li>• Quizzes: usually administered online, open book, 10 questions typically</li> <li>• Short papers: reaction papers, summaries of extra-class talks and presentations, brief summaries of readings, self-assessments, usually 3 or 4 paragraphs submitted via Blackboard</li> <li>• Projects: this class will undertake several projects during the course of the semester. The "power list," for example, will involve examining the interconnections among leaders in the local community, and presenting the results of the analysis to class. Another project, "leadership theories," will focus on theories, with groups of students: reviewing the basic assumptions of one prominent theory of leadership; teaching that theory to the class in an oral presentation; and developing a short paper presenting the theory. Details of these projects will be discussed in class.</li> <li>• Events: Because of the "distributed" nature of the Jepson experience, students will be asked to attend several "events" that occur outside of regular class hours, including Jepson Forum events.</li> <li>• Tests: We will have several examinations. 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 be cumulative. Exams will be a mix of multiple choice and short answer.</li> </ul>

<p>Feedback about progress</p>	<p>Your grade in the course depends on your successful completion of assigned tasks and overall engagement. A grade of A will be awarded only to those who complete assignments skillfully and are fully engaged (e.g., take an active and positive role in class). 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 theory summary paper, final exam) this feedback will not be dispositive. Exams and major projects are weighted approximately equally.</p> <p>The grading in this class is not relative; your grade is based only on your performance (or, in the case of group activities, your group's performance). There is therefore no advantage to compete with others for a limited number of high grades. This course does, however, deal with complex subjects and is challenging. You should be careful to budget your time demands accordingly. Cut offs for grades are etched in stone, and based on the following percents:</p> <table border="1" data-bbox="397 583 1404 724"> <tr> <td>A+ 98-100%</td> <td>B+ 88 to 89.9</td> <td>C+ 78 to 79.9</td> <td>D+ 68 to 69.9</td> </tr> <tr> <td>A 92 to 97.9%</td> <td>B 82 to 87.9</td> <td>C 72 to 77.9</td> <td>D 62 to 67.9</td> </tr> <tr> <td>A- 90 to 91.9%</td> <td>B- 80 to 81.9</td> <td>C- 70 to 71.9</td> <td>D- 60 to 61.9</td> </tr> </table> <p>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. There is no "extra credit" in this class.</p>	A+ 98-100%	B+ 88 to 89.9	C+ 78 to 79.9	D+ 68 to 69.9	A 92 to 97.9%	B 82 to 87.9	C 72 to 77.9	D 62 to 67.9	A- 90 to 91.9%	B- 80 to 81.9	C- 70 to 71.9	D- 60 to 61.9
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<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 (a) leadership theories and models, (b) the social science of leadership, and (c) to think critically, and scientifically, about leadership processes (and claims about leadership processes). 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 completing the assigned readings, 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 methods of social science, just beginning advanced studies, or a relative slow reader. 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 blame.</p>												
<p>Policies</p>	<ul style="list-style-type: none"> <li>• Please plan to arrive on time and remain until the final minute of class.</li> <li>• If you must be absent from class for religious reasons, because you are involved in University-level athletics, or some other good reason, inform me by email of the conflict.</li> <li>• 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.</li> <li>• Our classroom is OUR space. Please do not communicate with non class members during class time.</li> <li>• Please be certain to review and comply with the University of Richmond academic integrity policy and the Jepson School of Leadership policy pertaining to community standards and expectations.</li> <li>• Please heed the basic rules of etiquette pertaining to class discussion.</li> </ul>												

Issues	<p><b>Disabilities:</b> 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><b>Sensitivity.</b> 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>
Key Dates	The following set of assignments and dates is tentative only. Also, because of factors beyond my control, these dates may be changed as necessary to accommodate unforeseen events or errors. In the event of changes you will be notified, as soon as possible, via email and Blackboard.

	Topic	Readings
Aug 27-29	Leadership: Introduction to Theories and Models	Burns, J.M. (2003). <i>Transforming Leadership</i> . Chapter 1, The Mysteries of Leadership, pp. 7-16.
Aug 31, Sep 3, 5	Theories, Science, and the Empirical Tradition	Antonakis, J., Schriesheim, C. A., Donovan, J. A., Gopalakrishna-Pillai, K., Pellegrini, E. K., & Rossomme, J. L. (2004). Methods for studying leadership. In Antonakis, J., Cianciolo, A. T., & Sternberg, R. J. (Eds.), <i>The nature of leadership</i> (pp. 48-70).
Sep 7	Leading Minds: A Leadership Theory	<p>McComas, W. F. (1998). The principal elements of the nature of science: Dispelling the myths. Adapted from the chapter in W. F. McComas (ed.) <i>The Nature of Science in Science Education</i>, 53-70. © 1998 Kluwer Academic Publishers. Printed in the Netherlands.</p> <p>Jarrard, R. D. (2001). <i>Scientific methods</i>. Chapter 7: Evidence Evaluation and Scientific Progress.</p>
Sep 10	Seeing Leadership	Gardner, H. (1995). <i>Leading minds: An anatomy of leadership</i> . Chapter 1, Introduction: A cognitive approach to leadership, pp. 3-21; Chapter 2, Human development and leadership, pp. 22-40; Chapter 3, The leaders' stories, pp. 41-65
Sep 12	<i>G1: Implicit Leadership Theory</i>	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), <i>Social Psychology and Leadership</i> . New York: Praeger.
Sep 14	Endorsing Leaders	Gladwell, M. (2005). <i>Blink</i> . Introduction and Chapters 1-3: Chapter 1, Introduction: the statue that didn't look right (3-17), Chapter 2, The theory of thin slices: how a little bit of knowledge goes a long way (18-47), Chapter 3, The locked door: the secret life of snap decisions (48-71), The Warren Harding error: why we fall for tall, dark, and handsome men (72-98).
17 (no class on Sept 21)	<i>G2: Terror Management Theory of Leadership</i>	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. <i>Psychological Science</i> , 15, 846-851.
19	Seeing Leaders	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), <i>Social Psychology and Leadership</i> . New York: Praeger.
24	Personality	Zaccaro, S. J., Kemp, C., & Bader, P. (2004). Leader traits and attributes . In Antonakis, John (Ed); Cianciolo, Anna T. (Ed); Sternberg, Robert J. (Ed). <i>The nature of leadership</i> . (pp. 101-124). Thousand Oaks, CA, US: Sage Publications, Inc.
26	<i>G3: Contingency Theory of Leadership</i>	Fiedler, F. E. (1965). Engineer the job to fit the manager. <i>Harvard Business Review</i> , September-October, 115-122.
28	Personality	Hogan, R., & Kaiser, R. B. (2005). What we know about leadership . <i>Review of General Psychology</i> , 9, 169-180.
Oct 1, 3	Examples of Leaders: Psycho-historical Approaches	Gardner, H. (1995). <i>Leading minds: An anatomy of leadership</i> . New York: Basic Books. Chapter 4, Margaret Mead: An observer of diverse cultures educates her own, pp. 69-88; Chapter 5, J. Robert Oppenheimer, The teaching of physics, the lessons of politics, pp. 89-109; Chapter 6, Robert Maynard Hutchins: Bringing “the Higher Learning” to America, pp. 112-129; Chapter 7, Alfred P. Sloan, Jr., The business of America, pp. 131-145.
5	The Leader’s Self	Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed Self-Assessment: Implications for Health, Education, and the Workplace, <i>Psychological Science in the Public Interest</i> , 5. This is very long, so only portions will be required (summary, introduction, and section on the “workplace”).
8		Krishnan, V. R. (2001). Value systems of transformational leaders. <i>Leadership and Organization Development Journal</i> , 22, 126-131.
10	Values and Review	Burns, J.M. (2003). <i>Transforming Leadership</i> . Chapter 12, The power of values, pp. 201-213.
Oct 12	Mid-term Exam	
15 Fall Break		
17	Ethics	Ciulla, J. B. (2004). Ethics and leadership effectiveness. In Antonakis, John (Ed); Cianciolo, Anna T. (Ed); Sternberg, Robert J. (Ed). <i>The nature of leadership</i> . (pp. 302-327). Thousand Oaks, CA, US: Sage Publications, Inc.
Oct 19	Ethics	Gardner, H. (1995). <i>Leading minds: An anatomy of leadership</i> . Chapter 8, George C. Marshall, The Embodiment of the Good Soldier, pp. 147-164
Oct 22	<i>G4: Vroom’s Theory of Decisional Leadership</i>	Vroom, V. (2004). Decision Making: The Vroom-Yetton-Jago Models. In G. Goethals, G. Sorenson, & J. Burns (Eds.), <i>Encyclopedia of Leadership</i> , Vol. 1, 322-325. Thousand Oaks: Sage.
Oct 24	Decision-making	Sternberg, R. J. (2007). A Systems Model of Leadership: WICS. <i>American Psychologist</i> , 62, 34-42.  Burns, J.M. (2003). <i>Transforming Leadership</i> . Chapter 4, Leaders as planners (pp. 51-71) and Chapter 9, Creative leadership (pp. 152-169).
Oct 26	Creative Decision Making	Gladwell, M. (2005). <i>Blink</i> . Paul Van Riper’s Big Victory: Creating Structure for Spontaneity (Chapter 4, pp. 99-146) and Kenna’s Dilemma: The Right and Wrong Way to Ask People What They Want (Chapter 5, pp. 147-188).
Oct 29	<i>G5: Bases of Power</i>	Raven, B. "Power, Six Bases of." In G. Goethals, G. Sorenson, & J. Burns (Eds.), <i>Encyclopedia of Leadership</i> , Vol. 3, 1241-1248.

Oct 31	Power	Neider, L., & Schriesheim, C. (2004). Power: Overview. In G. Goethals, G. Sorenson, & J. Burns (Eds.), <i>Encyclopedia of Leadership</i> , Vol. 3, 248-1251. Thousand Oaks: Sage.
Nov 2		Magee, J.C., Gruenfeld, D.H., Keltner, D.J., & Galinsky, A.D. (2005) Leadership and the Psychology of Power. In In D.M. Messick & R.M. Kramer (Eds.). <i>The Psychology of Leadership</i> , Chapter 12, pp. 275-293.
Nov 5	Evolutionary Bases of Leaders /Alpha	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), <i>Social Psychology and Leadership</i> . New York: Praeger.
Nov 7, 9	Leadership in Richmond	Bass, S., Biegelsen, A., Dovi, C., & Roop, J. (2007). Who’s the most powerful person in Richmond. <i>Style Weekly</i> , July 25.  Guggenheim, D. (Director). <i>An Inconvenient Truth</i> .
Nov 12	<i>G6: Situational Theories</i>	Hunt, J. (2004). Task Leadership. In G. Goethals, G. Sorenson, & J. Burns (Eds.), <i>Encyclopedia of Leadership</i> , Vol. 4, 1524-1529. Thousand Oaks: Sage.
Nov 14	Style Theories	Forsyth, D. R. (2006). The duality of leadership. In <i>Group Dynamics</i> . Belmont, CA: Brooks/Cole.
Nov 16, 19	Leaders Influence and Persuasion	Olson, J. M., & Haynes, G. A. Persuasion and leaders. In Crystal L. Hoyt, George Goethals, and Donelson R. Forsyth (Eds), <i>Social Psychology and Leadership</i> . New York: Praeger.
Nov 26	Leading Change	Gardner, H. (1995). Leading minds, Chapter 11, Martin Luther King, Leading in a Rapidly Changing Environment; Chapter 14, Jean Monnet and Mahatma Gandhi: Leadership beyond national boundaries (267-284).
28	<i>G7: Bass’s theory</i>	Avolio, B. (2004). Transformational and Transactional Leadership. In G. Goethals, G. Sorenson, & J. Burns (Eds.), <i>Encyclopedia of Leadership</i> , Vol. 4, 1558-1566. Thousand Oaks: Sage.
30	Transformational Leadership	Burns, J.M. (2003). Transforming Leadership. Chapter 2, Searching for the X factor, pp. 17-29 and Chapter 11, Conflict: The arming of leadership, pp. 186-198.
Dec 3	Women and Leadership	Eagly, A. H., & Karau, S. J. (2002). Role congruity theory of prejudice toward female leaders. <i>Psychological Review</i> , 109, 573-598.
Dec 5	Women and Leadership	Gardner, H. (1995). Leading minds. Chapter 10, Eleanor Roosevelt, Ordinariness and extraordinariness; Chapter 12, Margaret Thatcher.
Dec 7	Conclusions	
18	Final Exam (2 PM)	