



THEORIES AND MODELS OF LEADERSHIP
LDST 300.01 - Syllabus - Spring 2009
Instructor: Gill Robinson Hickman, Ph.D.



Contact Information

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Class Hours: Section 01 – MW 4:15--5:30 p.m., JH 107

“There is nothing so practical as a good theory.” Kurt Lewin

DESCRIPTION

This course examines both classic and contemporary theories and models of leadership. Students will analyze various perspectives, assumptions, strengths, and weaknesses of leadership theories. Students will research the connection between theory and practice in actual leadership settings.

GOALS:

To understand and analyze core theories and models of leadership studies;
To analyze critical challenges to current theories and models of leadership studies; and
To understand the challenges of putting theory into practice.

REQUIRED TEXTS AND READINGS

Books:

Northouse, P. G. (2007). *Leadership: Theory and practice (4th ed.)*. Thousand Oaks: Sage Publications.
(Referred to hereafter as, **Text: Northouse**).

Blackboard

- Articles and book chapters – The remaining readings are available on Blackboard (BB) under “Assignments.” (Referred to hereafter as, **BB** or **EOL**)
 - EOL = Goethals, G. R., Sorenson, G. J., & Burns, J. M. (Eds.). (2004). *Encyclopedia of leadership (Volumes 1-4)*. Thousand Oaks: Sage Publications. If you cannot find an EOL article on Blackboard, you can access **EOL** on Library web page: <http://library.richmond.edu/> (Click on “Research Guide by Subject/Major,” then click on “Encyclopedia of Leadership”).

GRADING

Your final grade will be determined as follows:

48% Comprehension Essays (four papers)

10% Peer Teaching - Group Application and Assessment of Theories

30% Theory-Practice Analysis - Paper and Presentation

Progress reports (group meetings with the instructor)

Final paper – graded

Final group presentation – PF

Peer evaluation - This overall evaluation will impact your grade for the final group project in the following manner – Overall peer evaluation: 100-80 points, student receives group grade; 79-75 points, lose one full grade from the final group paper; 74-70 lose, two full grades; 69-65 lose three full grades; 64 and below, lose all credit for the group paper.

12% Attendance and Participation

Grading scale: 0-1 unexcused absence = A; 2 unexcused absences = B; 3 unexcused absences = C; 4+ unexcused absences = F

CLASS AND ASSIGNMENT SCHEDULE - LDST 300-01

Week 1

INTRODUCTION: THE STUDY OF LEADERSHIP

Monday, January 12 *Course Introduction*

Which topic would you like to present?

Wednesday, January 14

The Study of Leadership: An Overview

📖 Readings:

BB: Hickman, G. R. and Couto, R. A. (2006). Barbara Rose Johns and School Desegregation in Prince Edward County, Virginia. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 152-187). Cheltenham, UK: Edward Elgar.

BB: Antonakis, Cianciolo, Sternberg – Leadership: Past, present, and future. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership*, pp. **3-15**. Thousand Oaks: Sage Publications.

Application:

Case study: Barbara Rose Johns and School Desegregation in Prince Edward County, Virginia (in Hickman and Couto reading).

We will use this case during three class sessions to begin to understand the link between theories and models and the “real world”

Which schools of leadership (in the Antonakis, Cianciolo & Sternberg reading) would you use to analyze the case of Barbara Rose Johns and school desegregation in Prince Edward County? Explain why these schools would provide the best insight into leadership in this case. Be prepared to share your ideas with the class.

Week 2

METHODS AND PERSPECTIVES FOR STUDYING LEADERSHIP

Monday, January 19 (Note - Class meets **4:40-5:20** p.m. due to MLK celebration)

- Explanation of Assignments
- Methods of Studying Leadership: What is theory?

📖 Readings:

Read **pp. 48-54** only – Antonakis, J. Chriessheim, 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. 48-54. Thousand Oaks: Sage Publications.

Review the Barbara Rose Johns case, in Hickman, G. R. and Couto, R. A. (2006). Causality, change and leadership

Application:

Using the definition of theory (in the Antonakis, et. al. reading below), develop a theory that helps understand leadership in the case of Barbara Rose Johns and school desegregation in Prince Edward County, VA. Be prepared to share your ideas with the class. Keep your theory for use during Week 2.

Wednesday, January 21 *Studying Leadership*

📖 Readings:

Read **pp. 54-70** only – Antonakis, J. Chriessheim, 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. 48-54. Thousand Oaks: Sage Publications.

Review the Barbara Rose Johns case, **pp. 155-160** in Hickman, G. R. and Couto, R. A. (2006). Causality, change and leadership

Application:

What research methods would you use to study test your theory of leadership in the case of Barbara Rose Johns and school desegregation in Prince Edward County, VA. Be prepared to share your ideas with the class.

CORE THEORIES AND MODELS

Week 3 TRAIT SCHOOL AND MULTIPLE INTELLIGENCES

Monday, January 26 *Traits and Personality*

📖 Readings:

Text: Northouse - Chapters 2 & 11

Wednesday, January 28 *Multiple and Emotional Intelligences*

📖 Readings:

BB: Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books. (pp.3-48)

BB: Goleman, D. (1998). What makes a leader? *Harvard Business Review*, November-December, pp. 93-102.

Week 4 BEHAVIORAL SCHOOL

Monday, February 2 *Behavioral School and Contemporary Leader Behaviors*

📖 Readings:

Text: Northouse, Ch. 4

EOL: Follower-Oriented Leadership (Kouzes & Posner), pp. 495-499.

EOL: Connective leadership (Jones), pp. 269-272.

🔔 **Distribute Comprehension Essay 1**

Wednesday, February 4

🏠 **Group 1: Traits, Behaviors, and Multiple Intelligences -Theory-Practice Application and Presentation**

Week 5 CONTINGENCY SCHOOL

Monday, February 9 *Situational Leadership and Contingency Theory*

📖 Reading:

Text: Northouse, Ch. 5-6

Wednesday, February 11 *Path-Goal Theory*

📖 Reading:

Text: Northouse, Ch. 7

📅 **Due: Comprehension Essay 1**

WEEK 6 SHARED LEADERSHIP AND FOLLOWERSHIP

Monday, February 16 *Shared Leadership in an Organizational Context*

📖 Readings:

▪ BB: Pearce & Conger, All those years ago: The historical underpinnings of shared leadership.

▪ EOL: Empowerment (Offermann), pp. 454-457.

▪ BB: Greenleaf, The servant as leader (pp. 21-28)

▪

Wednesday, February 18 *Followership and Relational Models*

📖 Readings:

▪ EOL: Followership, (Kelley), pp. 504-513.

▪ Text: Northouse, Ch. 8

Week 7

Monday, February 23 *Team Leadership*

📖 Readings:

▪ Text: Northouse, Ch. 10

▪ EOL: E-leadership, (Kahai, & Avolio) pp. 417-425.

Wednesday, February 25

🏠 **Group 2: Shared Leadership and Followership - Theory-Practice Application and Presentation**

📖 **Distribute Comprehension Essay 2**

Week 8

POWER AND INFLUENCE

Monday, March 2

Power

📖 Readings:

- BB: Harvey, M. (2004). Power. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 74-95). Cheltenham, UK: Edward Elgar.
- EOL: Power, six bases of, (Raven), pp. 1241-1248.

Video – Alice Coles of Bay View

Wednesday, March 4

Influence

📖 Reading:

BB: Hoyt, C. L., Goethals G. R. & Riggio, R. E. (2006). Social influence and persuasion. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 103-109). Cheltenham, UK: Edward Elgar.

Video – Shocking Behavior

📖 **Due: Comprehension Essay 2**

Week 9

SPRING BREAK

Monday, March 9, Wednesday, March 11,

Week 10

COGNITIVE INFLUENCES

Monday, March 16

📖 Reading:

EOL: Implicit leadership theories (Fischbein & Lord), pp. 700-706.

Wednesday, March 18

🏠 **Group 3: Power and Influence - Theory-Practice Application and Presentation (Readings for Week 8)**

Week 11

CHARISMATIC, TRANSFORMING AND TRANSFORMATIONAL LEADERSHIP

Monday, March 23

Transactional and Transforming Leadership (Burns)

📖 Readings:

- BB: Burns, J. M. (1978). Prologue: The crisis of leadership. In *Leadership*, pp. 1-5. New York: Harper Torchbooks.
- BB: Burns, J. M. (1978). Leadership and followership. In *Leadership*, pp. 18-23. New York: Harper Torchbooks.

📖 **Distribute: Comprehension Essay 3**

Wednesday, March 25

Charismatic Leadership

📖 Readings:

- EOL: Charisma (Riggio), pp. 158-162.
- EOL: Charismatic theory (Conger), pp. 162-167
- BB: Yukl, G. (2006). Consequences of charismatic leadership. In *Leadership in organizations* (6th edition), pp. 258-262. Upper Saddle River: Pearson Prentice Hall

Week 12

Monday, March 30 Transformational Leadership

📖 Readings:

Text: Northouse, pp. 179-206

📖 **Due: Comprehension Essay 3**

Wednesday, April 1

🏛️ Group 4: Charismatic, Transforming and Transformational Leadership: Theory-Practice Application and Presentation

Week 13

ETHICS AND LEADERSHIP

Monday, April 6 *Ethics and leadership*

📖 Readings:

EOL: Ethics: Overview (Price), pp. 463-470.

EOL: Adaptive work (Heifetz), pp. 8-13.

Text: Northouse, pp. 350-358.

Wednesday, April 8

📖 Readings:

- BB: Cosmopolitanism

Week 14

GENDER AND LEADERSHIP

Monday, April 13 **Gender and Leadership**

📖 Reading:

Text: Northouse, Ch. 12

🔔 **Distribute: Comprehension Essay 4**

Wednesday, April 15 *Women and Political Leadership*

📖 Readings:

- EOL: Gender and authority (Gillett), pp. 540-543.
- EOL: Women and Political leadership, pp. 1664-1671.
- Text: Gardner, Ch. 12

📅 **Due: Interim draft of group project – Theory-Practice Analysis paper**

Week 15

CULTURE AND LEADERSHIP

Monday, April 20 *Culture and Leadership*

📖 Readings:

- Text: Northouse, Ch. 13
- Handout: House, et. al., Culture, Leadership, and Organizations (selected chapters related to study abroad experience)
- Course Evaluations

📅 **Due: Comprehension Essay 4**

Wednesday, April 22

- Work on final project in class

FINAL PAPER AND PRESENTATIONS

May 1 7:00-10:00 p.m. (During final exam period)

📅 Final Presentation

📅 Due: Oral Presentation and Final Paper Due

📅 Peer Evaluations

ASSIGNMENTS AND CLASS POLICIES

CLASS POLICIES

Attendance - Sign the attendance sheet for each class session. This is my official record of your attendance.

Unexcused absences = *No documentation* from RC or WC dean or a physician.

Students are allowed 1 unexcused absence for *illness* or a scheduled *off-campus event in another course*. The instructor must receive a notification of the reason for the unexcused absence by e-mail only. Simply telling the instructor about the absence is not adequate. All other unexcused absences are deducted from the attendance grade.

Excused absences = *Written documentation* of absence from RC or WC dean or a physician for authorized university events, major illness or family loss.

Participation means that students must: complete the assigned readings **prior to class**; engage in class discussions and group activities; raise questions about the readings and assignments; and remain fully attentive and engaged in the class **without** distractions such as text messaging, telephone calls, using the Internet, and talking about matters unrelated to class.

Honor Pledge

The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of **individual written work** must have the honor pledge and the student's signature on it. The pledge is "I pledge that I have neither given nor received unauthorized assistance during completion of this work."

Grading Scale

University's grading scale:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3	F 0.0
A 4.0	B 3.0	C 2.0	D 1.0	
A- 3.7	B- 2.7	C- 1.7	D- 0.7	

COMPREHENSION ESSAYS (4 papers)

Write a short paper that provides your thoughts on the assigned readings listed in the syllabus. Be prepared to share your paper in class. Prepare the paper as follows: approximately **1000** words doubled-spaced pages in 12 pt. Times Roman font and 1" margins. Essays are due at class time on the day designated in the syllabus.

PEER TEACHING

Group 1	Topic: Leader traits, behaviors and multiple intelligences
Group 2	Topic: Shared leadership and followership
Group 3	Topic: Power and Influence
Group 4	Topic: Charismatic, Transforming and Transformational Leadership

The peer teaching group will take over the class session (75 minutes) and do the important work of helping the class to understand the application of the material. **How does this school of thought "apply" or "contribute" to the practice or process of leadership?** To demonstrate the application of the material, the peer teaching group may use:

- **Case studies** - written cases, documentary or popular film based on *real* situations and people. (Your group must develop the questions or issues that help the class apply the theories or concepts in the readings);
- **Problem-solving, role-plays, or debates** based on *real* situations and people (e.g., hurricane Katrina) that demonstrate the application or utility of the material. (Your group must research the issue and provide the class with the factual information from reliable sources for the exercise);
- **Narrative or current news stories** based on a *real* set of data (such as census or research data) to engage students in an activity; or
- **Other creative ideas** based on *real* situations and people.

GROUP MEMBERS MUST CONSULT WITH THE INSTRUCTOR IN ADVANCE OF YOUR SCHEDULED PEER TEACHING SESSION (See instructor's office hours in the syllabus).

Peer Teaching Evaluation

Group: _____

Topic: _____

1. Helped the class understand “**how this school of thought “applies” or “contributes” to the practice or process of leadership**”
2. **Used of materials that demonstrated application of the theories**
 - **Case studies** - written cases, documentary or popular film based on *real* situations and people. (Your group must develop the questions or issues that help the class apply the theories or concepts in the readings);
 - **Problem-solving, role-plays, or debates** based on *real* situations and people (e.g., hurricane Katrina) that demonstrate the application or utility of the material. (Your group must research the issue and provide the class with the factual information from reliable sources for the exercise);
 - **Narrative or current news stories** based on a *real* set of data (such as census or research data) to engage students in an activity; or
 - **Other creative ideas** based on *real* situations and people.
3. **Student interaction** – Engaged students in activities and/or discussion
4. **Overall evaluation**

THEORY-PRACTICE ANALYSIS - PAPER AND PRESENTATION (Class Project)

Focus: Theories and Models of Leadership in the “Real World”

The purpose of this project is to allow class members to gain an understanding of how theory is used in a real world organization. Students will use observation, interviews and readings to complete their analyses.