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, and their strengths and weaknesses;
- To understand methods of studying and researching leadership; and
- To experiment with the development of leadership theory
- To examine how theory can be used in practice.

**EMPHASIS** (Fall semester): *Democratic leadership in organizations*

**REQUIRED TEXTS AND READINGS**

**Book:**

**Articles and Book Chapters (Blackboard)**
- Assigned articles and book chapters are available on Blackboard (BB) under “Assignments.” (Referred to hereafter as, *BB* or *EOL*)

**GRADING**

Your final grade will be determined as follows:

- **40%** Comprehension Essays - Two papers – 20% EACH (Equivalent to Midterm & Final Exams)
- **10%** Peer Teaching - Group Application and Assessment of Theories
- **35%** Final Paper and Presentation - Creating a Theory of Leadership
  - Includes:
    - **30%** =
      - *Final group paper* - graded
      - *Final oral presentation* – PF
    - *Peer evaluation* - This overall evaluation will impact your grade for the final group project in the following manner – Overall Peer evaluation: 79-75 lose 15 points from the final written paper and oral report grade; 74-70 lose 20 points; 69-65 lose 30 points; 64 and below lose all credit for the group project and paper.
- **5%** = Literature Review
- **15%** 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

## Week 1

**INTRODUCTION: THE STUDY OF LEADERSHIP**

**Tuesday, August 25**  
**Course Introduction**
- Introduction
- Which topic would you like to examine?

**Thursday, August 27**
- Explanation of Assignments
- The Study of Leadership: An Overview

**Readings:**

**Web Assignment - Democratic leadership**
- [www.worldblu.com](http://www.worldblu.com) - Visit website and learn how organizations are implementing workplace democracy. Select an example from one organization to discuss in class.

## Week 2

**METHODS AND PERSPECTIVES FOR STUDYING LEADERSHIP**

**Tuesday, September 1**  
**Methods of Studying Leadership: What is theory?**

**Readings:**

**Readings: Emphasis - Democratic leadership**
- BB: Gratton, What Democracy Means

**Thursday, September 3**  
**Studying Leadership**

**Readings:**

**Readings: Emphasis - Democratic leadership**
- BB: Gratton, Democracy at Work
- BB: Fenton, Democracy in the Workplace

## Week 3

**FOCUS ON THE COMMON PURPOSE OR GOAL**

**Tuesday, September 8**

**Readings:**
- BB: Hickman and Sorenson, The Power of Invisible Leadership

**In class:**
- In class: Discussion of theory building
- Discussion of Group Assignment – Creating a Theory of Leadership
- Developing Theories of Democratic Leadership

**Tuesday, September 8 - Evening**

**Poverty Simulation**
- 6-8 p.m., Alice Haynes Room, Tyler Haynes Commons
Thursday, September 10
- Debriefing Poverty Simulation
- Application – Theory building

### CORE THEORIES AND MODELS

#### Week 4

**Tuesday, September 15**

**Traits, Personality, and Intelligence**

📖 **Readings:**
- Text: Northouse - Chapter 2

**Wednesday, September 16**  5:30 - 6:45 p.m., Jepson Alumni Center

Jepson Forum: Speaker, Richard Reeves


Relevance to Course: Reading and discussion of the Common Purpose

**Thursday, September 17**

**Behavioral School**

📖 **Readings:**
- Text: Northouse, Ch. 4

#### Week 5

**Tuesday, September 22**

**Bad Leader Behavior**

- BB: Kellerman – Making Meaning of Being Bad, pp. 29-48
- BB: Lipman-Blumen, Toxic Leaders: They’re Plentiful, pp. 3-24

 ASSIGNMENT (Each student) – Bring a newspaper or news magazine articles that illustrate the readings

**Thursday, September 24**

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

#### WEEK 6

**Tuesday, September 29**

**Situational Leadership and Contingency Theory**

📖 **Reading:**
- Text: Northouse, Ch. 5-6

**October 1**

**Path-Goal Theory**

📖 **Reading:**
- Text: Northouse, Ch. 7

### Distribute Comprehension Essay 1

#### Week 7

**Tuesday, October 6**

**Power**

📖 **Readings:**
In class video – Alice Coles of Bay View

Wednesday, October 7 12:00 noon, Jepson Alumni Center
Jepson Forum: Speaker, Steven Pinker
Topic: *A History of Violence*
Relevance to Course: Reading and discussion of the Power and Bad Leadership

Thursday, October 8  Influence

📖 Reading:
Video – Shocking Behavior
☐ Due: Comprehension Essay 1

Week 8  SHARED LEADERSHIP

Tuesday, October 13  Fall Break

Thursday, October 15  Shared Leadership in an Organizational Context
📖 Readings:
- BB: Pearce & Conger, All those years ago: The historical underpinnings of shared leadership.
- BB: Greenleaf, The servant as leader (pp. 21-28)

Week 9

Tuesday, October 20

📹 Group 2: Power and Influence - Theory-Practice Application and Presentation (Readings from Week 7)

Thursday, October 22  Followership and Relational Models
📖 Readings:
- Text: Northouse, Ch. 8

Friday, October 23 – 12:00 noon, Modlin Center for the Arts
Irene Zubaida Khan, Amnesty International - Hard Truths on Poverty and Human Rights
Relevance to course – Poverty simulation and theory building

Week 10  TEAM LEADERSHIP

Tuesday, October 27  Team Leadership and E-Leadership
📖 Readings:
- BB: Hackman, Rethinking Team Leadership or Team Leaders Are Not Music Directors
- Carson, Tesluk, & Marrone, Shared Leadership in Teams: An Investigation of Antecedent Conditions and Performance
Thursday, October 29    Charismatic Leadership

Reading:
- EOL: Charisma (Riggio), pp. 158-162.
- EOL: Charismatic theory (Conger), pp. 162-167

Due: Literature Review/Interim Draft – Creating a Theory of Leadership

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Week 11    TRANSFORMING, TRANSFORMATIONAL, AND CHARISMATIC LEADERSHIP

Tuesday, November 3
- Group 3: Team & E-Leadership - Theory-Practice Application and Presentation (Readings from Week 10)

Thursday, November 5    Transactional, Transforming (Burns), and Transformational Leadership (Bass)

Reading:
- Text: Northouse, pp. 179-206 (A Model of Transformational Leadership)

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Week 12    LEADERSHIP FOR TRANSFORMATION – Virtual ILA Conference Experience

Tuesday, November 10
- Attend International Leadership Association (ILA) Session online -
  - No in-class meeting
- Take notes on session

Thursday, November 12
- 9:00-10:30 a.m. - Attend ILA Broadcast Session via – Location TBA
  - Take notes on session

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Week 13

Tuesday, November 17
- Bring notes from ILA sessions for discussion in class
- Distribute: Comprehension Essay 2

Thursday, November 19
- Group 4: Transforming, Transformational, & Charismatic Leadership: Theory-Practice Application and Presentation (Week 10-11)

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Week 14    GENDER AND LEADERSHIP

Tuesday, November 24    Gender and Leadership

Reading:
- Text: Northhouse, Ch. 12
- Due: Comprehension Essay 2

Thursday, November 26    Thanksgiving
Week 15

**Tuesday, December 1**

📖 Readings:
- EOL: Gender and authority (Gillett), pp. 540-543.
- EOL:

**Thursday, December 3**

- Work on final project in class

**FINAL PAPER AND PRESENTATIONS**

1:30 Class – Friday, December 11, 2:00-5:00 p.m.
3:00 Class – Monday, December 14, 7:00-10:00 p.m.

📝 Due: Final Written and Oral Presentation
📝 Due: Peer Evaluations
📝 Course Evaluation - Online
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

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COMPREHENSION ESSAYS (2 papers)
Write an essay that applies concepts and theories in the assigned readings to the question(s) or case provided by the instructor. Prepare the paper as follows: approximately 1000-1500 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 members must consult with the instructor in advance of your scheduled peer teaching session (See instructor’s office hours in the syllabus).

Group 1 Topic: Leader traits, behaviors and multiple intelligences
Group 2 Topic: Power and Influence
Group 3 Topic: Team and E-Leadership
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 in real world situations. **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:

- **Cases** - documentary or popular film based on *real* situations and people or written cases. (Your group must develop the questions or issues that help the class apply the theories or concepts in the readings);
- **Current news stories** based on a *real* situation or set of data (such as census or research data) to engage students in an activity;
- **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); or
- **Other creative ideas** based on *real* situations and people.

**Evaluation Criteria for Peer Teaching**

Group: _____________________________________________________________

Topic: ______________________________________________________________

1. Helped the class understand “**how this school of thought “applies” or “contributes” to the practice or process of leadership**”

2. **Used materials that demonstrated real world application of the theories**
   - Cases (documentary, popular film based on true stories
   - Current news stories
   - Problem-solving, role-plays, or debates
   - Other creative ideas based on *real* situations and people.

3. **Student interaction** – Engaged students in activities and/or discussion

4. **Overall evaluation**

**FINAL PAPER AND PRESENTATION – “Creating a Theory of Leadership”**

**Group Project and Final Paper** – **“Creating a Theory of Leadership”**

The purpose of this project is to allow your group to draw upon the insights of this course to create your own theory; that is, your statement of what influences the leadership process and how these influences operate.

1. **The group’s task is to:**
   a. Draw on your group’s topic and democratic concepts, tenets, and practices (e.g. readings by Linda Gratton and principle on [www.worldblu.com](http://www.worldblu.com)) to develop your group’s **central question** and accompanying **theory of leadership**. Examples:
      - **Group 1** - Leader traits, behaviors and multiple intelligences
        Sample question: **Which leader behaviors support or facilitate democratic workplaces/organizations?**
        ⊲ Conduct literature review
        ⊲ Develop theory
        ⊲ Evaluate theory
        ⊲ Identify method(s) of testing theory (with sample questions)

      Group 2 - Power and Influence
Sample question: How is power (or influence) shared or dispersed among organizational members in democratic workplaces/organizations?

- Conduct literature review
- Develop theory
- Evaluate theory
- Identify method(s) of testing theory (with sample questions)

Group 3 - Team and E-Leadership
Sample question: How does (or how can) virtual or e-leadership create democratic workplaces/organizations?

- Conduct literature review
- Develop theory
- Evaluate theory
- Identify method(s) of testing theory (with sample questions)

Group 4 - Charismatic, Transforming and Transformational Leadership
Sample question: Does transformational leadership promote democratic workplaces/organizations?

- Conduct literature review
- Develop theory
- Evaluate theory
- Identify method(s) of testing theory (with sample questions)

2. The final paper should include the following components:
   a. The question to be addressed by your theory;
   b. A literature review that examines and addresses the key components of your research question (submitted earlier in the semester).
   c. Your proposed theory
   d. A diagram of your theory (see in Attachment 1)
   e. A more detailed justification for choosing the constructs/propositions you did (use the list of questions for evaluating a theory) –
      1) Does the theory represent a statement of relationships between concepts? Does it seek to answer the how, when, and why of leadership? [Is it a theory?]
      2) What assumptions are explicit or implicit in this theory? What are the assumptions about values, time and space (i.e., to what sort of situations does it apply?) [boundaries of a theory; scope of a theory]
      3) Do the concepts [constructs] reasonably represent reality? [construct validity]
      4) Are the relationships which are suggested logical? [logical adequacy]
      5) Does the theory fit in with and/or connect other theories of leadership? Explain and cite sources. [conceptual coherence]
      6) Does the theory reduce the complexity of the real world? [parsimony]
   f. How would one go about testing your theory? [empirical adequacy]
      1. State the hypotheses to be tested.
      2. How would you test your hypotheses? What quantitative, qualitative or mixed methods would your use?
      3. Provide samples of your instruments (such as examples of survey and/or interview questions)
   g. What are your conclusions about the expected applied value of your theory?
      In other words, how useful is this theory? Can it be applied in the real world? [utility, explanatory potential, predictive adequacy]
CONSTRUCT 1
(or Concepts)
are broad mental configurations (that cannot be observed directly)

VARIABLE 1
(Derive from a construct)
can be observed and measured

PROPOSITIONS
set forth relationships among constructs

CONSTRUCT 2
(or Concepts)
are broad mental configurations (that cannot be observed directly)

VARIABLE 2
(Derive from a construct)
can be observed and measured

HYPOTHESIS
(Derive from propositions)
describe relationships among variables