THEORIES AND MODELS OF LEADERSHIP
LDST 300 - Syllabus – Fall 2010
Instructor: Gill Robinson Hickman, Ph.D.

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, 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: Democratic leadership in organizations

REQUIRED TEXTS AND READINGS

Book

Course Pack
Theories and Models of Leadership: LDST 300. (Referred to hereafter as CP)

Blackboard
A few articles will be placed on Blackboard. (Referred to hereafter as BB)

GRADING
Your final grade will be determined as follows:
20% Comprehension Essay 1 (Equivalent to Midterm Exams)
20% Comprehensive Essay 2 (Equivalent to Final Exams)
20% Literature Review and Peer Teaching – Presentation of Theories and Group Application
30% Final Paper and Presentation - Creating a Theory of Leadership
Includes:
- Final group paper (Revised Literature Review and New Theory) - graded
- Final oral presentation – PF
- Peer evaluation - This overall evaluation will impact your grade for the final group project in the following manner – Note - Overall Peer evaluation: 79-75%, lose 1 grade from the group written paper and oral report; 74-70%, lose 2 grades; 69-65%, lose 3 grades; 64% and below lose all credit for the group project and paper. (Purpose: Accountability and Fairness)

10% Attendance
Grading scale: 0-1 unexcused absence = A; 2 unexcused absences = B; 3 unexcused absences = C; 4+ unexcused absences = F

Contact Information
E-mail & Telephone: ghickman@richmond.edu - (try e-mail first); 287-6097 (office)
Office Hours: Tuesdays and Thursdays: 3:15-4:15 p.m.; and by appointment, JH 128
Class Hours: Section 01 - 12:00-1:15 p.m. (JH 102); and Section 02 – 1:30-2:45 p.m. (JH 102)

“There is nothing so practical as a good theory.” Kurt Lewin
CLASS AND ASSIGNMENT SCHEDULE - LDST 300

INTRODUCTION

Week 1

Tuesday, August 24   Course Introduction
- Introduction
- Which topic would you like to examine?
- Syllabus and Explanation of Assignments

Thursday, August 26   Democratic Leadership in Democratic Organizations

Web Assignment - Democratic leadership
- www.worldblu.com - Visit website and learn how organizations are implementing workplace democracy. Select an example from one organization to discuss in class.

Readings:
- CP: Fenton, Even Big Companies Are Embracing a Democratic Style
- BB: Seifter & Economy, Overture: The Rules Have Changed (Again)

Week 2   The Study of Leadership

Tuesday, August 31   Democratic Leadership (continued)

Readings:
- CP: Weibler, Democratic Leadership
- CP: Gratton, What Democracy Means

Thursday, September 2   The Study of Leadership

Readings:
- Review Readings on Democratic leadership (Previous three classes)

Class Discussion:
- Leadership theories overview
- How to conduct a literature review
- How to prepare for peer teaching assignment and paper
- Meet with your group and develop a research question that combines your topic with democratic leadership/workplace
- Group 1 – Make appointment with instructor about literature review and peer teaching

CORE THEORIES AND MODELS

Week 3   THE TRAIT AND BEHAVIORAL SCHOOLS

Tuesday, September 7   Leader Traits and Behaviors

Readings:
- Text: Northouse - Chapter 2 – Trait Approach
- Text: Northouse, Ch. 4 – Style Approach
Thursday, September 9  Bad and Toxic Behavior
- CP: Kellerman – Making Meaning of Being Bad, pp. 29-48
- CP: Lipman-Blumen, Toxic Leaders: They’re Plentiful, pp. 3-24

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

Week 4
Tuesday, September 14  Charismatic Leadership
Reading:
- CP: Riggio, Charisma
- CP: Conger, Charismatic theory
- CP: Yukl, Consequences of charismatic leadership.

Thursday, September 16  Multiple and Emotional Intelligence – New Era Trait Theory
Readings:
- CP: Gardner, In a nutshell (from Multiple intelligences)
- CP: Goleman, What makes a leader?
- CP: Caruso, Intelligence, Emotional

Group 1: Multiple and Emotional Intelligences – Peer Teaching and Theory-Practice Application
(Literature Review Due – Group 1)

Week 5  CONTINGENCY SCHOOL
Tuesday, September 21
Reading:
Text: Northouse, Ch. 5 - Situational Approach; Ch. 6 – Contingency Theory

Thursday, September 23
Reading:
Text: Northouse, Ch. 7 - Path-Goal Theory

WEEK 6  POWER AND LEADERSHIP
Tuesday, September 28
Reading:
- CP: Harvey, Power.
- CP: Raven, Power, six bases of
- CP: Gaventa, Finding the Spaces for Change: A Power Analysis

Group 2: Power and Influence - Peer Teaching and Theory-Practice Application
(Literature Review Due – Group 2)

Thursday, September 30
Reading:
- CP: Hoyt, Goethals & Riggio, Social influence and persuasion.
  - In class video – Shocking Behavior

Distribute Comprehension Essay 1
Week 7                  TRANSACTIONAL, TRANSFORMING AND TRANSFORMATIONAL

Tuesday, October 5
📖 Readings:
➢ CP: Burns, Prologue: The crisis of leadership and Leadership and followership
➢ Text: Northouse, pp. 175-179 only (A Model of Transformational Leadership)

Thursday, October 7
Discussion – Critiques of Transforming and Transformational Leadership
_due: Comprehension Essay 1

Week 8

Tuesday, October 12    FALL BREAK

Thursday, October 14
Guest Speakers – Theories and Models in the Real World

Week 9                  GENDER AND LEADERSHIP

Tuesday, October 19
📖 Reading:
➢ Text: Northouse, Ch. 13 – Women and Leadership
➢ CP: Gillett, Gender and authority
➢ Group 3: Gender and Leadership - Peer Teaching and Theory-Practice Application
   (Literature Review Due – Group 3)

SHARED LEADERSHIP

Thursday, October 21     Top-Down versus Shared Leadership
📖 Readings:
➢ CP: Hickman, Bureaucracy and Leadership
➢ CP: Pearce, Shared leadership.
➢ CP: Empowerment (Offermann)

Week 10

Tuesday, October 26
📖 Readings:
➢ CP: Greenleaf, The servant as leader
➢ CP: Kelley, Followership
➢ Text: Northhouse, Ch. 8 – Leader-Member Exchange

Thursday, October 28
Teleconference – International Leadership Association (ILA) speaker

Week 11                  FTF Teams, E-Leadership and E-Teams

Tuesday, November 2    Face-to-Face (FTF) Team Leadership
Text: Northhouse, Ch. 11 – Team Leadership
**Thursday, November 4**

📖 Readings

- CP: Kahai, & Avolio, E-leadership

.assignment Group 4: E-Leadership and E-Teams (Virtual Team/Virtual Teams) - Peer Teaching and Theory-Practice Application (Literature Review Due – Group 4)

### Week 12

**Tuesday, November 9**  
**Culture and Leadership**

📖 Reading:

Text: Northouse, Ch. 14 – Culture and Leadership

### THEORY BUILDING

**Thursday, November 11**

📖 Readings:

- CP: Antonakis, J. et al., Methods for studying leadership
- BB: Sorenson & Hickman, Unmasking Leadership: Invisible Leadership – You’ll Know It When You Don’t See It

In Class Discussion:

- Examples of theory building
  - Distribute: Comprehension Essay 2

### Week 13

**Theory Building**

**Tuesday, November 16**

📖 Readings:

- Read your group’s literature in preparation for linking literature review to your new theory

In class:

- Discussion of theory building
- Discussion of Group Assignment – Creating a Theory of Leadership
- Developing Theories of Democratic Leadership

**Thursday, November 18**

- Work on group theory
  - Due: Comprehension Essay 2

### Week 14

**Tuesday, November 23**

- Discussion – Testing your group’s theory
- Work on group theory

**Thursday, November 25**  
THANKSGIVING HOLIDAY

### Week 15

**ORAL PRESENTATION THEORIES**

**Tuesday, November 30**

- Due: Oral Presentation - Group 1 and Group 2
  - Distribute Peer Evaluation
Thursday, December 2

- Due: Oral Presentation - Group 3 and Group 4
- Due: Peer Evaluations (bring to class)

**FINAL PAPER (Final Exam Week)**

- Due: Final Written Paper (including revised literature review & group’ theory)
  - 12:00 Class (Section 01) – Monday, December 13 – 2:00
  - 1:30 Class (Section 02) – Tuesday, December 14 - 2:00
SERVICES FOR STUDENTS

OFFICE HOURS: My office hours are for you. Whether you want to follow-up on class discussions, clarify course materials or assignments, or simply want to talk, please feel free to drop in.

WRITING CENTER: The writing center consultants assists UR writers at all levels of experience. They offer friendly critiques for written work in any major. To make an appointment, visit their website: http://writing.richmond.edu/

ACADEMIC SKILLS CENTER: The academic skills center offers free tutoring in a variety of subjects. Advising in study skills (i.e., test-taking, note-taking, information processing, concentration, etc.), stress management, and time management is also available. Call or visit their web site for more information (289-8626; http://asc.richmond.edu).

Counseling & Psychological Services (CAPS): The CAPS office offers a wide range of counseling and psychological services to full-time students at the University of Richmond. Call or visit their web site for more information (289-8119). (http://caps.richmond.edu).

Speech Center (http://speech.richmond.edu or 289-8814): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

STUDENTS WITH DISABILITIES: If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange accommodations. (http://commonground.richmond.edu)

CLASS POLICIES

ATTENDANCE:

- Sign the attendance sheet for each class session. This is my official record of your attendance.
- Grading scale: 0-1 unexcused absence = A; 2 unexcused absences = B; 3 unexcused absences = C; 4+ unexcused absences = F
  - 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. Religious Holidays – An observation or celebration of a religious holiday is considered an excused absence. Please notify the instruction prior to your absence for a religious holiday.

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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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>3.7</td>
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<tr>
<td>B</td>
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<td>B-</td>
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<td>F</td>
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**EXPLANATION OF ASSIGNMENTS**

**COMPREHENSION ESSAYS (2 papers)**
There are two comprehensive essays equivalent to a midterm and final.

**Instructions**
- **Answer** (respond to) each question and **each part of the question** thoroughly.
- **Cite** the **author and page numbers** from the readings whenever you are quoting, paraphrasing or summarizing from the reading material. Example - (Northouse, 2007, p. 15)
- **Total length & format of paper** – approximately 1500 words (plus or minus), doubled-spaced pages in 12 pt. Times Roman font, and 1” margins.
- Remember to **explain or describe** the concepts that you use from the readings, as if your roommate or a stranger outside this class was reading the exam.
- **Honor Pledge** - Include the **honor pledge** at the end of your exam.

**Grading Criteria**
- **Analysis** – How analytical are you? This criterion assesses the quality of your thinking about the topic and your application of the theories and concepts from the readings in a systematic and insightful way. How well did you use or apply concepts or theories from the readings? Make sure you select the **most applicable** theories and concepts from the readings in your analysis.
- **Substance** – Did your answer contain adequate content or information to support your points or arguments? Did you **explain** or **define** the concepts/theories and terms that you used?
- **Comprehensiveness** - Did you answer each question and each part of the question fully?
- **Clarity and logic** – Was the writing and sentence structure clear? Did your argument or discussion flow logically from one point to the next?

**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).

<table>
<thead>
<tr>
<th>Group</th>
<th>Topic:</th>
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<tbody>
<tr>
<td>Group 1</td>
<td>Multiple and Emotional Intelligences</td>
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<tr>
<td>Group 2</td>
<td>Power and Leadership</td>
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<td>Group 3</td>
<td>Gender and Leadership</td>
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<tr>
<td>Group 4</td>
<td>E-Leadership and E-Teams (Virtual Teams/ Virtual Leadership)</td>
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</tbody>
</table>

The peer teaching group will take over the class session (**75 minutes**). Each group must provide:
A presentation of the key concepts and theories related to your topic and a discussion of how these concepts relate or link to democratic leadership or democratic workplaces. [Your group will teach these concepts and theories to the class based on the assigned readings for your topic and your group’s literature review/research paper.]; and

An application exercise. [Your group will help 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 – Popular films, documentaries, or YouTube cases 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.

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.

PART 1 – Research Question and Literature Review

1. Research Question
   Draw on your group’s topic and democratic concepts, tenets, and practices (e.g. readings by Linda Gratton and principle on www.worldblu.com) to develop your group’s central question and accompanying theory of leadership. Examples:
   a. Topic: Power and Influence
      Sample research question: How is power (or influence) shared or dispersed among organizational members in democratic workplaces/organizations?
   b. Topic: Team and E-Leadership
      Sample research question: How does (or how can) virtual or e-leadership create democratic workplaces/organizations?

2. Literature Review (Draft and Final version)
   a. The literature review provides information from peer-reviewed articles and scholarly books concerning your question. (See handout titled, “Hints on Conducting a Literature Review”)
   b. The last section of your literature review should discuss how the literature on your topic relates to democratic leadership/workplaces. (See articles by Linda Gratton)
   c. Your literature review should include at least 12-15 sources. You may include articles in the syllabus and the textbook.

PART 2 – Leadership Theory

3. State your group’s theory Hint: It may help to structure your theory in the form of an answer to your research question.
a. Describe or define the constructs of your theory.  
   (See Antonakis, et. al., p. 51)

b. Diagram the constructs, propositions, variables and hypotheses of your theory (Use Attachment 1). For definitions of these terms, see Antonakis, et. al., p. 51-53.

c. Evaluate your theory (use the list below of questions for evaluating a theory) – (See Filley’s five evaluative criteria in Antonakis, et. al., p. 52)
   1) Does the theory represent a statement of relationships between concepts?  [Is it a theory?]
   2) What assumptions are explicit or implicit in this theory?  What are the assumptions about values, time and空间 (i.e., to what sort of situations does it apply?) [boundaries of a theory; scope of a theory] (See Antonakis, et. al., pp. 60-62)
   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]

d. How would one go about testing your theory?  [empirical adequacy]  
   (See Antonakis, et. al., pp. 54-58)
   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)

e. 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)

PROPOSITIONS set forth relationships among constructs

HYPOTHESES (Derive from propositions) describe relationships among variables

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

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

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