THEORIES AND MODELS OF LEADERSHIP  
LDST 300 - Syllabus – Fall 2011  
Instructor: Gill Robinson Hickman, Ph.D.

Contact Information  
E-mail & Telephone: ghickman@richmond.edu - (try e-mail first); 287-6097 (office)  
Office Hours: Tuesdays and Thursdays: 4:30-5:30 p.m.; and by appointment, JH 128  
Class Hours: Section 01 – 12:00-1:15 p.m. (JH 102); Section 02 – 3:00-4:15 (JH – 231)

“*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 concepts, methods, strengths, and weaknesses of leadership theories. Students will connect 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 examine how theory can be used in practice.

SPECIAL FOCUS: Democratic Leadership and Democratic Organizations

REQUIRED TEXTS AND READINGS  
*Books*  

Course Pack - *Theories and Models of Leadership: LDST 300*. (Referred to hereafter as CP). Available in UR Bookstore

*Blackboard*  
A few articles will be placed on Blackboard. (Referred to hereafter as BB)  
*Note:* The instructor’s lecture notes on all topics in the syllabus are posted on Blackboard under *Course Information*.

GRADING  
Your final grade will be determined as follows:  
25% Comprehensive Essay 1 (Individual assignment - Equivalent to Midterm Exam)  
25% Comprehensive Essay 2 (Individual assignment - Equivalent to Final Exam)  
10% Research Paper (Group Assignment)  
- Peer Teaching based on research and assigned readings (PowerPoint presentation & application) – Credit  
30% Final Paper – Organizational Leadership Assessment (Group Assignment)  
- Site Visit and Interviews (Organization in the Richmond Metropolitan area)  
- Final oral presentation to members of the host organization – This must be a professional level presentation.  
  *Speech Center appointments are highly advised.*  
- Peer evaluation - This overall evaluation will impact your grade for the final group project in the following manner:  
  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 and Participation

Grading Scale  
A+ 100  B  80  C-  67  F  50  
A  95  B-  77  D+  65  
A-  90  C+  75  D  60  
B+  85  C  70  D-  55
CLASS AND ASSIGNMENT SCHEDULE - LDST 300

INTRODUCTION

**Week 1**

*Tuesday, August 23*  
*Course Introduction*
- Introduction
- Which topic would you like to examine?
- Syllabus and Explanation of Assignments

*Thursday, August 25*  
*Democratic Leadership in Democratic Organizations*
- Web Assignment - Democratic workplaces
  - www.worldblu.com - Visit website and learn how organizations are implementing workplace democracy.
  - See instructions in handout.
- Readings:
  - CP: Fenton, Even Big Companies Are Embracing a Democratic Style
  - CP: Seifer & Economy, Overture: The Rules Have Changed (Again)

**Week 2**  
**DEMOCRATIC AND SHARED LEADERSHIP IN ORGANIZATIONS**

*Tuesday, August 30*  
*Democratic Leadership in Democratic Organizations (continued)*
- Readings:
  - CP: Gastil, A definition and illustration of democratic leadership
  - CP: Gratton, What Democracy Means

*Thursday, September 1*  
*Top-Down/Bureaucratic versus Shared Leadership*
- Readings:
  - CP: Hickman, Bureaucracy
  - CP: Pearce, Shared leadership
  - CP: Empowerment (Offermann)

**THE STUDY OF LEADERSHIP: CORE THEORIES AND MODELS**

**Week 3**  
**OVERVIEW & TRAIT AND BEHAVIORAL SCHOOLS**

*Tuesday, September 6*  
*Overview: The Study of Leadership*
- Readings:
  - Review Readings on Democratic leadership (Previous three classes)
- Class Discussion:
  - Leadership theories overview
  - Group research paper
  - How to prepare for peer teaching assignment and paper
  - Meet with your group about the research paper and peer teaching assignments.
  - Develop a group schedule for meetings and site visits – include daytime availability (for site visits & interviews) and evening and weekend times (for group meetings).
- Group 1 – Make an appointment with instructor about research paper and peer-teaching

*Guest: Ms. Lucretia McCulley, Director, Outreach Services, Boatwright Library*

*Thursday, September 8*  
*Leader Traits and Neo-Trait Theory*
- Readings:
  - Text: Northouse - Chapter 2 – Trait Approach
  - BB: Van Vugt, The Nature in Leadership: Evolutionary, Biological and Social Neuroscience Perspectives
### Week 4

**Tuesday, September 13**  
**Behavioral (Style) Approach and Bad/Toxic Leadership Behaviors**

- **Reading:**  
  - Text: Northouse, Ch. 4 – Style Approach (also known as, Behavioral Approach)  
  - 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 article that illustrates the readings. (Place your name on the article and turn it in to the instructor after the discussion).

**Thursday, September 15**  
**Multiple and Emotional Intelligence**

- **Readings:**  
  - CP: Gardner, In a nutshell (from Multiple Intelligences)  
  - CP: Goleman, What makes a leader?

- **Additional reading for Group 1:**  
  - BB: Hur, Optimizing Managerial Effectiveness through Emotional Intelligence  
    - [link](http://jepson.richmond.edu/about/jda/2009-2010/hur-dissertation-chapter.pdf)  
  - BB: Antonakis, et al., Does leadership need emotional intelligence?

**Group 1: Multiple and Emotional Intelligences – Peer Teaching and Theory-Practice Application**

*(Outline of Research Paper with Bibliography Due In Class – Final Research Paper Due: Tuesday, September 27)*

### Week 5

**CONTINGENCY SCHOOL**

**Tuesday, September 20**  
**Situational Leadership and Fiedler’s Contingency Theory**

- **Reading:**  
  - Text: Northouse, Ch. 5- Situational Approach; Ch. 6 – Contingency Theory

**Thursday, September 22**  
**Path-Goal Theory**

- **Reading:**  
  - Text: Northouse, Ch. 7- Path-Goal Theory
  - Discussion of Path-Goal Theory

  - **Preparation for Leadership Assessment Assignment (October 3 and November 17).**
    - Distribute and discuss assignment packet
    - Discuss site assignments

- **7:30 Jepson Forum – Speaker: C. Vivian Stringer – Reflections on life on and off the court (Modlin Center)**

### Week 6

**POWER AND LEADERSHIP**

**Tuesday, September 27**  
**Power, Authority, and Gender**

- **Reading:**  
  - CP: Gillett, Gender and authority

- **Final research paper due from Group 1**

- **Guest Speaker: Major General Gina Farrisee, W’78 – Jepson Leader-in-Residence (Location TBA)**

- **Note:** Section 02 (3:00-4:15) will join the 12:00 noon section for the guest speaker, excluding other class conflicts.

**Thursday, September 29**

- **Readings:**  
  - CP: Gaventa, Finding the Spaces for Change: A Power Analysis
  - CP: Raven, Power, six bases of
  - CP: Harvey, Power

- **Additional reading for Group 2:**  
  - CP: Hoyt, Goethals & Riggio, Social influence and persuasion.

- **Group 2: Power and Influence - Peer Teaching and Theory-Practice Application (Research Paper Due – Group 2)**

- **Distribute Comprehension Essay 1**
**Week 7**  
**CHARISMATIC, TRANSFORMING AND TRANSFORMATIONAL**

**Tuesday, October 4**  
**Charismatic Leadership**

- Reading:
  - CP: Riggio, Charisma
  - CP: Conger, Charismatic theory
  - CP: Yukl, Consequences of charismatic leadership

- **Begin site visits and interviews off-campus for Leadership Assessment (October 3 and November 17).**

**Thursday, October 6**  
**Transactional, Transforming, and Transformational Leadership**

- CP: Burns, Prologue: The crisis of leadership; and Leadership and followership; and Leadership and Collective Purpose
- CP: Bass & Riggio, Transformational Leadership: Introduction

- **Due: Comprehension Essay 1**

**Week 8**

**Tuesday, October 11**  
**Fall Break**

**Thursday, October 13**  
**Critiques of Transforming, Transformational, and Charismatic Leadership**

- CP: Bass & Steidlmeier, Ethics, character, and authentic transformational leadership behavior
- BB: Ciulla, Ethics and Effectiveness (excepts), pp. 525-529

- **Guest Speaker – Dr. Joanne Ciulla, Professor and Coston Family Chair in Leadership and Ethics, Jepson School**

**Week 9**  
**LEADERSHIP IN TEAMS, VIRTUAL TEAMS AND VIRTUAL ORGANIZATIONS**

**Tuesday, October 18**  
**E-Leadership in Virtual Teams and Organizations**

- Readings
  - CP: Kahai, & Avolio, E-leadership
  - CP: Hunsaker & Hunsaker, Virtual Teams: A Leader’s Guide

- **Group 3: E-Leadership and E-Teams (Virtual Teams/Virtual Organizations) - Peer Teaching and Theory-Practice Application (Research Paper Due – Group 3)**

**Thursday, October 20**  
**Leadership in Virtual Organizations**

- **Guest Speakers: Mr. Matt Zemon, CEO (J’94) and Dr. Kathy Sturgis, Executive Director, American Leadership School - American Support (a virtual company) Website: www.americansupport.com**

**Week 10**

**Tuesday, October 25**  
- Interviews and Meetings at Site Organization

**Thursday, October 27**  
- Interviews and Meetings at Site Organization

**Week 11**  
**THE PURPOSE OF LEADERSHIP & FOLLOWERSHIP THEORIES**

**Tuesday, November 1**  
**The Purpose of Leadership**

- BB: Sorenson & Hickman, Unmasking Leadership: Invisible Leadership – You’ll Know It When You Don’t See It

**Thursday, November 3**  
**Followership Theories**

- Readings:
  - CP: Kelley, Followership
  - CP: Greenleaf, The servant as leader
  - Text: Northouse, Ch. 8 – Leader-Member Exchange
### Week 12  Gender and Leadership

**Tuesday, November 8**  Gender and Leadership

- Reading:
  - Text: Northouse, Ch. 13 – Women and Leadership
  - CP: Eagly & Carli – Women and the Labyrinth of Leadership
  - CP: Park, Androgynous Leadership Style: An Integration rather than a Polarization

**Group 4: Gender and Leadership - Peer Teaching and Theory-Practice Application**

*(Research Paper Due – Group 4)*

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**Wednesday, November 9,**

*7:30 Jepson Forum – Speaker: Sheryl WuDunn,* Turning Oppression into Opportunity for Women Worldwide (Modlin Center)

**Thursday, November 10**  Gender and Political Leadership

- CP: O’Connor & Yanus, Women and political leadership.

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### Week 13  Cross-Cultural Leadership

**Tuesday, November 15**  Cross-Cultural Leadership

- Reading:
  - Text: Northouse, Ch. 14 – Culture and Leadership
  - CP: Chrobot-Mason, et al. Illuminating a cross-cultural leadership challenge: when identity groups collide

**Additional reading for Group 2:**

- BB: Chen, Tjosvold, & Su, Goal Interdependence for Working Across Cultural Boundaries: Chinese Employees With Foreign Managers

**Group 5: Cross-Cultural Leadership - Peer Teaching and Theory-Practice Application**

*(Research Paper Due – Group 5)*

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**Thursday, November 17**  Cross-Cultural Leadership in Business

**Guest Speaker: Dr. Thomas Cossé,** Associate Dean for International Business Programs, Professor of Marketing and International Business Studies (Invited)

- **Distribute: Comprehension Essay 2**
- **Complete site visits and interviews for Leadership Assessment**

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### Week 14

**Tuesday, November 22**  Preliminary Leadership Assessment – *In-class discussion by each group*

**Thursday, November 24**  Thanksgiving Break

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### Week 15  Preparation for Leadership Assessment Presentations and Reports

**Tuesday, November 29**

- Group work on leadership assessment presentation and report

**Thursday, December 1**

- Group work on leadership assessment presentation and report

**Due: Comprehension Essay 2**

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**FINAL PAPER AND PRESENTATION TO ORGANIZATION (Final Exam Week)**

- **Due: Final Written Paper, Oral Presentation, and Peer Evaluations**
  - **Thursday, December 8, 9:00-12:00 noon (Section 02 - 3:00 – 4:15 p.m.)**
  - **Friday, December 9, 7:00-9:00 p.m. (Section 01 - 12:00 –1:15) or Tuesday, Dec. 13, 7-10 p.m.**
**CLASS POLICIES**

**Attendance and Participation:**
- **Sign the attendance sheet for each class session.** This is my official record of your attendance.
- **Please sit with members of your group.**
- **You are expected to attend all classes.**
  - If you need to miss class for personal illness, family emergency, recognized religious observation/holiday, or officially approved University travel (e.g., an athlete’s participation in an “away” game), **please notify me by e-mail prior to class.** Simply telling the instructor about the absence is not adequate. Unwarranted and excessive absences will affect your grade for attendance and participation.
  - Class participation is a part of your grade. Obviously, you cannot participate if you are not here.
- **Your participation in class is essential to the quality of the class and your learning.** Participation requires that:
  - You come to class prepared. “Prepared” means you have completed the reading and all other out-of-class assignments such as writing or Internet search.
  - You participate in class discussions.
  - You actively contribute to individual and group activities and writing assignments in class.
- **Your attention in class is essential. Turn off computers, cell phones, and all other electronics at the start of class.** If you have a verified disability that requires the use of a computer or other electronics, please notify me during the first week of class. Lack of compliance with this policy will affect your grade for attendance and participation.

**SERVICES FOR students**

**Office Hours:** My office hours are for **you.** They are listed at the top of the syllabus. 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. Ask for writing consultants who are leadership studies majors. The Writing Center is on the 4th floor of Weinstein Hall. To make an appointment, visit their website: [http://writing.richmond.edu](http://writing.richmond.edu) or (289-8263).

**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. The Academic Skills Center is located in the administrative wing of Boatwright Library. Call or visit their web site for more information (289-8626 or [http://asc.richmond.edu](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. CAPS is in 201 Richmond Hall. Call or visit their web site for more information (289-8119 or [http://caps.richmond.edu](http://caps.richmond.edu)).

**Speech Center:** 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. The Speech Center is on the 4th floor of Weinstein Hall. ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-8814)

**Disability Services:** 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. The main purpose of Disability Services is to make sure students with disabilities have the same chance for success as students who do not have disabilities. The designated disability advisors do this by making sure that students with disabilities are able to access learning material, buildings, services, and programs at the University of Richmond. ([http://studentdevelopment.richmond.edu/disability-services/index.html](http://studentdevelopment.richmond.edu/disability-services/index.html) or 289-8032)
**Career Development Center**: The Career Development Center can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year. The Career Development Center is on the third floor of the Tyler Haynes Commons. ([http://cdc.richmond.edu/](http://cdc.richmond.edu/) or 289-8141)

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**DUE DATES FOR MAJOR ASSIGNMENTS***

- **Thursday, September 15** - **Group 1**: Multiple and Emotional Intelligences –Peer Teaching and Theory-Practice Application (Outline of Research Paper with Bibliography Due In Class – Final Research Paper Due: Tuesday, September 27)

- **Thursday, September 29** - **Group 2**: Power and Influence - Peer Teaching and Theory-Practice Application (Research Paper Due – Group 2)

- **Monday, October 3** – **All Groups** – Begin site visits and interviews off-campus for Leadership Assessment (October 3 and November 17).

- **Thursday, October 6** - **All students** - Comprehension Essay 1 Due

- **Tuesday, October 18** - **Group 3**: E-Leadership and E-Teams (Virtual Team/Virtual Teams) - Peer Teaching and Theory-Practice Application (Research Paper Due – Group 3)

- **Tuesday, November 8** - **Group 4**: Gender and Leadership - Peer Teaching and Theory-Practice Application (Research Paper Due – Group 4)

- **Tuesday, November 15** - **Group 5**: Cross-Cultural Leadership - Peer Teaching and Theory-Practice Application (Research Paper Due – Group 5)

- **Thursday, November 17** – Complete site visits and interviews for Leadership Assessment

- **Thursday, December 1** - **All students** - Comprehension Essay 2 Due (Last day of class)

- **Final exam day** – **All Groups** - Final Written Paper, Oral Presentation, and Peer Evaluations Due
  - **Thursday, December 8, 9:00-12:00 noon** (Section 02 - 3:00 – 4:15 p.m.)
  - **Friday, December 9, 7:00-9:00 p.m.** (Section 01 - 12:00 –1:15) or Tuesday, Dec. 13, 7-10 p.m.

*Please put the dates that pertain to individual assignments or your group’s assignment on your calendar*
EXPLANATION OF ASSIGNMENTS

COMPREHENSION ESSAYS (2 papers) – Individual Assignments

There are two comprehensive essays equivalent to a midterm and final.

Instructions

- **Answer** (or respond to) each question and each **part of the question** thoroughly.
- **In-text citations** - Cite the source of your information whenever you are quote, paraphrase, or summarize an author’s work in the text of your paper. Use the [MLA](https://www.mla.org/) or [APA](https://www.apastyle.org/) style manual for proper citation and bibliography format. Make sure you use the same format throughout the paper and bibliography.
- **Total length & format of paper** – approximately 1500 words (plus or minus), doubled-spaced pages in 12 pt. Times New Roman font, and 1” margins.
- Remember to **explain or describe** all concepts and components that you use from the readings, as if your roommate or a stranger outside this class was reading the paper.
- **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 claims or points? 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?

RESEARCH PAPER AND PEER TEACHING – Group Assignment

Research Paper

1. Explain and define the concepts and theories under your topic. (What is …?)
   [Hint: Begin by reading the assigned articles in the syllabus to gain a basic understanding of the topic.]
2. What are the important issues or subtopics discussed by scholars regarding this topic?
3. What are the strengths and criticisms of the concepts and theories?
4. Relate your topic to democratic leadership or democratic workplaces. How can these theories and concepts strengthen and enhance the practice of democratic leadership or the tenets of democratic organizations? Examine each component of democratic leadership or the tenets of democratic organizations and apply your topic to it. (Use readings by John Gastil and/or Lynda Gratton to support your analysis discussion.)
5. Include a Reference or Works Cited list.

Requirements:

- **Articles/Books** - Your paper must include approximately 15 peer-reviewed articles and scholarly books, counting articles listed in the syllabus and textbook.
- **In-text citations** - Cite the source of your information whenever you are quote, paraphrase, or summarize an author’s work in the text of your paper. Use the [MLA](https://www.mla.org/) or [APA](https://www.apastyle.org/) style manual for proper citation and bibliography format. Make sure your group members use the same format throughout the paper and bibliography.
- **Total length & format of paper** – Research papers that fulfill all the requirements average 15-18 pages doubled-spaced pages, in 12 pt. Times Roman font, and 1” margins.
- Use [Google Docs](https://docs.google.com/) to write and revise your group’s paper.

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: Multiple and Emotional Intelligences
Group 2 Topic: Power and Leadership
Group 3 Topic: E-Leadership and E-Teams (Virtual Teams/Virtual Organizations)
Group 4 Topic: Gender and Leadership
Group 5 Topic: Cross-Cultural Leadership

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 to democratic leadership or democratic organizations;
  [Your group will teach these concepts and theories to the class based on the assigned readings for your topic and your group’s research paper.]; and
- **An application exercise.**
  [Your group will help the class to understand the “application” of the concepts or theories in real world situations.]

**How do these concepts and theories “apply” or “contribute” to the practice or processes 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 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.

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**LEADERSHIP ASSESSMENT: APPLYING THEORY TO PRACTICE**

**Paper & Presentation (Group Assignment)**

**Purpose** – To apply leadership theories and models to a real world organization.

- Each group will be asked to conduct a leadership assessment of an organization in the Richmond Metropolitan area.
- The assessment will require group members to go off campus to interview members of their host organization and determine the “leadership styles and processes” that define the organization.
- The report should include:
  - **Background Information**
    - Identify Team Members.
    - Describe the purpose and methodology used in collecting information in the host organization.
  - **Summary of the key concepts of leadership** (from literature and class discussions) that apply to the organization.
  - **Summary of observations of leadership** in your organization.
    - Note: The team’s observations must be balanced and present both strengths and weaknesses of the leadership style and processes in the organization.
  - **Recommendations** that could strengthen the organization’s leadership style and processes.
- The student group will provide a written report and oral presentation summarizing their findings.
- Students will invite the site supervisor and any other individuals that he or she would like to include from the organization to attend the presentation. The student team’s presentation will occur in early December on final exam day.
- The instructor will provide detailed instructions about this assignment in class. (Use Google Docs to write and revise your group’s paper).
- All students must provide verification that he or she has completed CITI Research Training online.

**Peer Evaluation**

- The purpose of the peer evaluation is to insure accountability and fairness. In other words, group members get to determine if their peers "pulled their weight" in completing the leadership assessment assignment.
You should print enough copies of the form to evaluate each member of your group and yourself. Complete the evaluation forms and turn them in to me (not each other) on the day your final group paper is due.

How does the Peer Evaluation work? If you receive an overall evaluation by your peers of 80% or higher (calculated by the instructor), you will receive the full grade for the paper. An evaluation of less than 80% will impact your individual grade for the final group project in the following manner – 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).
Bibliography
(Course Readings: LDST 300 - Theories and Models of Leadership)


