THEORIES AND MODELS OF LEADERSHIP  
LDST 300-02 - Syllabus – Spring 2010  
Instructor: Gill Robinson Hickman, Ph.D.

Contact Information  
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Office Hours: Monday & Wednesday 4:30-5:30 p.m. and by appointment, JH 128  
Class Hours: Section 02 -3:00-4:15 JH 102

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:  
25% Comprehension Essay 1 (Equivalent to Midterm Exams)  
25% Comprehensive Essay 2 (Equivalent to Final Exams)  
5% Peer Teaching - Group Application and Assessment of Theories  
35% Final Paper and Presentation - Creating a Theory of Leadership  
   Includes:  
   - Literature Review  
   - 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.

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

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

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<thead>
<tr>
<th>Week</th>
<th>Monday, January 11</th>
<th>Course Introduction</th>
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<tr>
<td></td>
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<td>• Introduction - Returning from study abroad</td>
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<td>• Which topic would you like to examine?</td>
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<tr>
<th>Wednesday, January 13</th>
<th>The Study of Leadership</th>
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<tr>
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<td>• Explanation of Assignments</td>
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<tr>
<td></td>
<td>☀️ Readings:</td>
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<td>• BB: Gratton, What Democracy Means</td>
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<th>Week 2</th>
<th>Monday, January 18</th>
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**NOTE: Change in meeting time due to MLK program:**

1:30 class – Meets from 1:00-1:50
3:00 class – Meets from 3:55-4:45

☀️ Readings:

- BB: Fenton, Democracy in the Workplace
- BB: Seifter & Economy, Overture: The Rules Have Changed (Again)

امية 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.

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<th>Wednesday January 20</th>
<th>Studying leadership and Theory Building</th>
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☀️ Readings:

- CP: Antonakis, J. et al., Methods for studying leadership
- BB: Sorenson & Hickman, An Example of Theory Building In Process: Invisible Leadership (For full article see Course Pack – “The Power of Invisible Leadership”)
- BB: Gratton, Democracy at Work

In class:

- In class: Discussion of theory building
- Discussion of Group Assignment – Creating a Theory of Leadership
- Developing Theories of Democratic Leadership
# CORE THEORIES AND MODELS

## Week 3
### THE TRAIT AND BEHAVIORAL SCHOOLS

**Monday, January 25**  
**Leader Traits, Multiple Intelligences, and Emotional Intelligence**

- **Readings:**
  - Text: Northouse - Chapter 2 – Trait Approach
  - CP: Gardner, In a nutshell (from Multiple intelligences)
  - CP: Goleman, What makes a leader?

**Wednesday, January 27**  
**Leader Behavior**

- **Text:** Northouse, Ch. 4 – Style 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 articles that illustrate the readings

**Wednesday, January 27**  
**7:00 p.m. Jepson Forum: Living with Relativism: Can We Find a Common Good in a Morally Diverse World? Speaker: Jesse Prinz – Location: Jepson Alumni Center**

## Week 4
### CONTINGENCY SCHOOL

**Monday, February 1**

- **Group 1:** *Multiple and Emotional Intelligences - Theory-Practice Application and Presentation*

**Wednesday, February 3**  
**Situational Leadership and Contingency Theory**

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

## Week 5

**Monday, February 8**  
**Path-Goal Theory**

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

**Wednesday, February 10**  
**Preparation for Research Question and Literature Review**

**Guest:** Ms. Lucretia McCulley

**Assignment prior to class:**
- Read the first textbook chapter or CP article under your group’s assigned topic
- Review readings:
  - BB: Gratton, What Democracy Means
  - BB: Gratton, Democracy at Work
- Meet with your group and develop a research question that combines your topic with democratic leadership/workplace

## Week 6
### POWER AND LEADERSHIP

**Monday, February 15**

- **Readings:**
  - CP: Harvey, Power.
  - CP: Raven, Power, six bases of
    - In class video – *Alice Coles of Bay View*
**Wednesday, February 17**
- Reading:
  - CP: Hoyt, Goethals & Riggio, Social influence and persuasion.
    - In class video – *Shocking Behavior*

**Wednesday, January 27**
- 7:00 p.m. Jepson Forum: The Power of We. Speaker: Robert Cialdini – Location: Jepson Alumni Center

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<th>Week 7</th>
<th>CHARISMATIC LEADERSHIP</th>
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<td><strong>Monday, February, 22</strong></td>
<td>Charismatic Leadership</td>
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<td>Reading:</td>
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<td>- CP: Riggio, Charisma</td>
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<td>- CP: Conger, Charismatic theory</td>
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<td>- CP: Yukl, Consequences of charismatic leadership.</td>
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<tr>
<td>◆ Distribute Comprehension Essay 1</td>
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**Wednesday, February 24**
- **Group 2: Power and Influence - Theory-Practice Application and Presentation (Readings from Week 6)**

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<th>Week 8</th>
<th>TRANSACTIONAL, TRANSFORMING AND TRANSFORMATIONAL</th>
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<tr>
<td><strong>Monday, March 1</strong></td>
<td>Transactional and Transforming (Burns)</td>
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<tr>
<td>Reading:</td>
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<td>- CP: Burns, Prologue: The crisis of leadership and Leadership and followership</td>
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**Wednesday, March 3**
- Transformational Leadership (Bass)
- Text: Northouse, pp. 175-179 only (A Model of Transformational Leadership)

◆ Due: Comprehension Essay 1

**Week 9**
- **Monday, March 8 and Wednesday, March 10** Spring Break

**Week 10 | GENDER AND LEADERSHIP**

**Monday, March 15**
- Reading:
  - Text: Northouse, Ch. 13 – Women and Leadership

**Wednesday, March 17**
- Reading:
  - CP: Gillett, Gender and authority
  - CP: O’Connor & Yanus, Women and political leadership.
## SHARED LEADERSHIP AND THEORY BUILDING

### Week 11
**SHARED LEADERSHIP**

**Monday, March 22**

- **Group 3: Gender and Leadership - Theory-Practice Application**

**Wednesday, March 24**

- Top-Down versus Shared Leadership

  **Readings:**
  - BB: Hickman, Bureaucracy and Leadership
  - CP: Pearce & Conger, All those years ago: The historical underpinnings of shared leadership.
  - CP: Empowerment (Offermann)

### Week 12
**Monday, March 29**

- Followership and Relational Models

  **Readings:**
  - CP: Greenleaf, The servant as leader
  - CP: Kelley, Followership
  - Text: Northouse, Ch. 8 – Leader-Member Exchange

- **Due: Research Question and Literature Review/Interim Draft** (Part 1 - Creating a *Theory of Leadership* assignment)

**Wednesday, March 31**

- Team Leadership and E-Leadership (i.e., Virtual leadership/Virtual Teams)

  **Readings:**
  - CP: Hackman, Rethinking Team Leadership or Team Leaders Are Not Music Directors
  - CP: Kahai, & Avolio, E-leadership

### Week 13
**Monday, April 5**

- Theories and Models of Leadership in the Real World

  Guest Speakers: Jepson Alumni Panel

**Wednesday, April 7**

- **Group 4: Team and E-Leadership (Virtual Team/Virtual Teams) - Theory-Practice Application and Presentation** (Readings from Week 12)

### Week 14
**CULTURE AND LEADERSHIP**

**Monday, April 12**

- **Reading:**
  - Text: Northouse, Ch. 14 – Culture and Leadership

  **Distribute: Comprehension Essay 2**

**Wednesday, April 14**

- Work on final project in class

- **Course Evaluation On-Line**
**Week 15**

**Monday, April 19**
- Work on final project in class

**Wednesday, April 21**
- Work on final project in class
- ☑ Due: Comprehension Essay 2
- ✶ Distribute Peer Evaluation (on-line)

**FINAL PAPER AND PRESENTATIONS** (on final exam day)
- ☑ Due: Final Written and Oral Presentation
  - 1:30 Class – Wednesday, April 28, 2-5 p.m.
  - 3:00 Class – Thursday, April 29, 2-5 p.m.

- ☑ Due: Peer Evaluations (Print and bring to class)
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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<tr>
<th>Grade</th>
<th>Value</th>
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<tr>
<td>A</td>
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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).

Group 1  Topic: Multiple and Emotional Intelligences
Group 2  Topic: Power and Leadership
Group 3  Topic: Gender and Leadership
Group 4  Topic: E-Leadership (Virtual Teams/ Virtual 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
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](http://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 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 the components of your theory. (See “Invisible Leadership” example)
   b. Diagram the constructs, propositions, variables and hypotheses of your theory (see in Attachment 1)
   c. Evaluate your theory (use the list below of questions for evaluating a theory) –
      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 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]

   d. 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)

   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

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

HYPOTheses
(Derive from propositions)
describe relationships among variables

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

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