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.

SPECIAL FOCUS: Leadership in democratic 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 Exam)
25% Comprehensive Essay 2 (Equivalent to Final Exam)
10% Literature Review and Peer Teaching (Group Assignment)
30% Final Paper and Presentation – Creating a Theory of Leadership (Group Assignment)
- Final group paper (Revised Literature Review and New Theory) – graded
- Final oral presentation – P/F
- 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
### Attendance and Participation:
- **Sign the attendance sheet for each class session.** This is my official record of your attendance.
- **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 consultant for this course is **Lisa Harrison** ([lisa.harrison@richmond.edu](mailto:lisa.harrison@richmond.edu)). The writing center consultants assists UR writers at all levels of experience. They offer friendly critiques for written work in any major. 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)
INTRODUCTION

**Week 1**

**Tuesday, January 11**  
*Course Introduction*
- Introduction
- Which topic would you like to examine?
- Syllabus and Explanation of Assignments

**Thursday, January 13**  
*Democratic Leadership in Democratic Organizations*
- **Web Assignment** - Democratic leadership
  - [www.worldblu.com](http://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: Seifter & Economy, Overture: The Rules Have Changed (Again)

**Week 2**

**Tuesday, January 18**  
*Democratic Leadership (continued)*
- **Readings:**
  - CP: Gastil, A definition and illustration of democratic leadership
  - CP: Gratton, What Democracy Means

**Thursday, January 20**  
*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, January 25**  
*Leader Traits and Behaviors*
- **Readings:**
  - Text: Northouse - Chapter 2 – Trait Approach
  - Text: Northouse, Ch. 4 – Style Approach

**Thursday, January 27**  
*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, February 1**
- **Reading:**
  - CP: Riggio, Charisma
  - CP: Conger, Charismatic theory
  - CP: Yukl, Consequences of charismatic leadership.
Thursday, February 3  Multiple and Emotional Intelligence – New Era Trait Theory

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

Additional reading for Group 1:
- BB: Antonakis, et al., Does leadership need emotional intelligence?

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

(Research Question and Literature Review Due – Group 1)

Week 5  CONTINGENCY SCHOOL

Tuesday, February 8

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

Thursday, February 10

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

WEEK 6  POWER AND LEADERSHIP

Tuesday, February 15

Readings:
- 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

(Research Question and Literature Review Due – Group 2)

Thursday, February 17

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

Week 7  TRANSACTIONAL, TRANSFORMING AND TRANSFORMATIONAL

Tuesday, February 22

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

Thursday, February 24

Reading:
- CP: Bass & Steidlmeier, Ethics, character, and authentic transformational leadership behavior
  - Discussion – Critiques of Transforming and Transformational Leadership

Invited Guest Speaker – Dr. Terry Price

Distribute Comprehension Essay 1

Week 8  GENDER AND LEADERSHIP

Tuesday, March 1

Reading:
- Text: Northouse, Ch. 13 – Women and Leadership
- CP: Gillett, Gender and authority
- CP: Park, Androgynous Leadership Style: An Integration rather than a Polarization

# Group 3: Gender and Leadership - Peer Teaching and Theory-Practice Application

(Research Question and Literature Review Due – Group 3)
**Thursday, March 3  Women and Political Leadership**

**Reading:**
- BB: O’Connor & Yanus, Women and political leadership

**Due: Comprehension Essay 1**

**Week 9  SPRING BREAK**
**Tuesday, March 8 and Thursday, March 10**

**SHARED LEADERSHIP**

**Week 10**
**Tuesday, March 15  Top-Down versus Shared Leadership**

**Readings:**
- CP: Hickman, Bureaucracy
- CP: Pearce, Shared leadership.
- CP: Empowerment (Offermann)

**Thursday, March 17**

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

**Week 11  FTF Teams, E-Leadership and E-Teams**
**Tuesday, March 22  Face-to-Face (FTF) Team Leadership**
Text: Northouse, Ch. 11 – Team Leadership

**Thursday, March 24**

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

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

**Week 12**
**Tuesday, March 29  Culture and Leadership**

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

**Distribute: Comprehension Essay 2**

**THEORY BUILDING**
**Thursday, March 31**

**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

**Week 13  Theory Building**
**Tuesday, April 5**

**Readings:**
- Read your group’s literature review 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, April 7
- Work on group theory
- Due: Comprehension Essay 2

Week 14
Tuesday, April 12
- Discussion – Testing your group’s theory
- Work on group theory

Thursday, April 14
- Work on group theory

Week 15
ORAL PRESENTATION THEORIES
Tuesday, April 19
- Due: Oral Presentation - Group 1 and Group 2
- Distribute Peer Evaluation

Thursday, April 21
- 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)
  - Thursday, April 28 (e-mail copy to instructor)
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).

- **Group 1** Topic: Multiple and Emotional Intelligences
- **Group 2** Topic: Power and Leadership
- **Group 3** Topic: Gender and Leadership
- **Group 4** Topic: E-Leadership and E-Teams (Virtual Teams/ Virtual 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 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 space (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] Use one or more practical examples from the WorldBlu companies, if possible. Search the company websites for video and other practical information that relate to your theory.
Research Question:  
Theory:  

**CONSTRUCT 1**  
(or Concepts)  
are broad mental configurations (that cannot be observed directly)  

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

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

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

**PROPOSITIONS**  
set forth relationships among constructs  

**HYPOTHESES**  
(Derive from propositions)  
describe relationships among variables  

THEORY DEVELOPED BY YOUR GROUP