Theories and Models of Leadership

LDST300

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Course Description

Examination of theories and models in leadership studies. Introduces role of theory in social science, and both classic and contemporary leadership theories/models are presented. Emphasis on critical analysis of theoretical perspectives.

There is nothing so practical as a good theory.
—Kurt Lewin, 1951

Course Goals

Sociologist George Caspar Homans, when considering the nature of science, explained: when “the truth of a relationship lies finally in the data themselves” and “nature, however stretched out on the rack, still has a chance to say ‘No!’”—then the subject is a science” (1967, p. 4). Homans’s definition enjoins those who study leadership to “stretch nature out on the rack” by systematically measuring leadership processes and by testing “the truth of the relationship.”

But scientists do not just measure things and collect data. They also create conceptual frameworks to organize their findings. Homans recognized that “nothing is more lost than a loose fact” (1950, p. 5) and urged the development of theories that organize what is known, and not known, about social phenomena.

This course takes the theory and model side of leadership studies seriously, for it reviews the many and varied conceptual frameworks that theorists have developed in the past 50 years in their effort to better understand leadership. Course goals include:

Content: Review the primary theories and models in the field. At the course’s end students will be able to list the basic assumptions, hypotheses, and (in some cases) supporting evidence for the key theories and models dealing with leadership.

Process: Beyond declarative content—the facts, theories, and findings—students will also examine the process of leadership study: how social scientists generate theories and do research. We will not only list things like "Theory X predicts this will happen" or "Such and such study supported this hypothesis," but also the assumptions that guide the research. We will therefore spend considerable time examining research methods per se, including the use of data and statistics to test hypotheses about leadership processes.

General Intellectual Skills: Those who participate actively in the class will likely develop a number of academic and scholarly skills, including gains in critical thinking, ethical thought, writing and communication, information search and retrieval, technological skills, and study skills. You may also develop leadership skills, but this is a leadership studies course, not a “how to lead” course.

Application: Although application is not a central focus of this class, it will promote the development of a sophisticated and empirically informed understanding of leadership that will provide the basis for effective practice.

Curricular Note: This course is a required course for all Leadership majors and minors, who take the course only after they have completed basic course work on leadership in the humanities, social sciences, service learning, and critical thinking. It builds most notably on Leadership 102, the Social Science of Leadership, for it focuses on empirically based analyses of leadership conducted by researchers in such disciplines as psychology, sociology, economics, and management.

Course Mission

The course is a key component of the overall University of Richmond curriculum. Hence, it sustains “a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.” As a course in the Jepson School of Leadership Studies, this course strives to educate people “for and about leadership”. The key word in the name is studies.
Theories and Models of Leadership

Topics

LDST300 examines the theoretical side of the science of leadership, so we will be searching through all the social sciences (anthropology, economics, sociology, history, political science, geography, psychology, and others) for theories and models pertaining to leadership in all its many and varied forms. We will examine general theories of human behavior but also theories that focus specifically on leadership processes. For example:

General Theoretical Perspectives (*Grand Theories*)
Learning/Behavioral Theories
Cognitive Theories
Motivational Models

Motivational Models
Cognitive Theories
Learning/Behavioral Theories
General Theoretical Perspectives

Leadership Theories
Authentic Leadership Theory
Bass's Transformational Theory
Charismatic Leadership Theory
Contingency Theory
The “Yale” Model of Persuasion (and ELM)
Ethical Leadership Theory
Fiedler's Contingency Theory
Five Factor Model of Leadership
Followership Theory
French and Raven's Bases of Power Theory
Freud's Psychoanalytic Theory
Functional Theories
Gardner's Cognitive Theory
Great Man Theory
Hofstede's Culture Theory
House's Path-Goal Theory
Implicit Leadership Theory
Kouzes & Posner's Leadership Challenge Theory
Leader-member Exchange Theory (LMX)
Leadership Derailment Theory
Leadership Grid Theory
Leadership Substitutes Theory
Leadership Style Theory
McAdams's Narrative Theory
Results-Based Leadership Theory
Role Theory
The Romance of Leadership
Senge's 5th Discipline Theory
Servant Leadership Theory
Shared Leadership Theory

Teaching and Learning Methods

We will use a variety of structured learning experiences to achieve course goals (e.g., demonstrations, discussion, videos, group activities), but the primary teaching and learning methods will be lectures and readings. Our class sessions serve several purposes: they clarify difficult topics discussed in the readings, raise questions about the scientific method, stimulate you to think critically about leadership, and provide you with the opportunity to express your understanding of leadership in your own words. It is essential that you prepare for class by reading, reviewing, and analyzing the assigned topic prior to the day class examines the topic. The amount of time you need to set aside to prepare will depend on your background in social science.

Readings

This course surveys theories and models of leadership, across all the domains of the social sciences. To maximize the number of theories and models we examine, we will rely heavily on articles published in scholarly journals and, in some cases, chapters. Readings will be selected based on the following criteria:

- **On topic:** All articles will deal with leadership, primarily.
- **Authoritative:** The articles will be written by experts who, in many cases, developed the theory/model.
- **Accessible:** If possible, a reading that is well-written and accessible will be chosen rather than one that is written for a narrow audience.

Most of the papers will be reviews of the literature or conceptual papers that describe the theory or model. If data-based, in most cases you will be asked to read most carefully the theoretical portions.

Assigned readings should be completed prior to class. Preparing notes as follows may prove advantageous:

1. **Key Concepts:** List and briefly define any terms and concepts that are central to the reading.
2. **Key Point(s):** In series of short statements or a list, identify the major point to the reading, and any subpoints that should be noted.
3. **Summary:** Write a 2-3 sentence summary of the general/major point made in the reading, being careful not to plagiarize.
4. **Links:** Consider the relationship between the reading and the day’s topic.
5. **Discussion Questions:** If I have listed discussion questions with a reading, be SURE to review those questions.
Activities, Assignments, Quizzes, Exams…

A number of methods will be used to assess your achievement of course goals, including:

**Quizzes:** usually administered online or start or end of a class period.

**Short papers**, journal entries, wiki postings, reaction papers, brief summaries of readings, self-assessments, reports on short term projects, and/or weekly reflections. Some will be written in class, others outside of class and submitted via Blackboard.

**Events:** This class is based on an academic “commons” model, so it assumes that students are engaged in learning both in and out of class. Students will be asked to attend several events that occur outside of regular class hours.

**Exams:** We will several examinations. Items on the tests will cover all course material, no matter what its source (e.g., lecture, text, video). Exams will be multiple choice and/or short answer. The final examination is cumulative.

**Engagement:** Attendance is urged but not required. There is no grade assigned for attendance.

Disabilities and Sensitivities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require I provide academic adjustments or accommodations for students with documented disabilities. Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams (see [http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html) for more information).

This course examines topics pertaining to human behavior, so students should realize that they may acquire insight into their own personalities, actions, and tendencies as a result of participation. We will focus on sensitive issues, including religious values, human nature, morality, values, and what not. We will remain sensitive to the feelings and perspectives of others during these discussions. As a general rule, the goals of any particular exercise will be described beforehand except when full disclosure in advance will undermine the educational or scientific value of the experience.

Grades

Your grade in the course depends on your successful completion of assigned tasks and overall engagement. A grade of B will be awarded to those who complete assignments skillfully and are fully engaged. Higher or lower grades will be awarded for superlative or lower quality work. I will warn you, by the date for withdrawal, if I consider your work to be of failing quality. However, because much of your grade in class is based on material turned in after that date (e.g., final exam) this feedback will not be dispositive.

In general—but not entirely—grades will be criterion-referenced, individualized, and teacher-generated. First, most of the grading in this class is not normed, but in some cases members’ scores will be determined by relative rank. Second, scores will be based on individual work in most cases. In some cases a portion of your grade will be based on others’ evaluations of your work.

This course deals with complex subjects and is challenging and you should budget your time demands accordingly. Cut offs for grades are etched in stone, and based on the following percents.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>A+ 99.1 to 100%</th>
<th>B+ 89.1 to 89.9%</th>
<th>C+ 79.1 to 79.9%</th>
<th>D+ 69.1 to 69.9%</th>
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<tbody>
<tr>
<td>A</td>
<td>91 to 99%</td>
<td>B 81 to 89%</td>
<td>C 71 to 79%</td>
<td>D 61 to 69%</td>
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<tr>
<td>A-</td>
<td>90 to 90.9%</td>
<td>B- 80 to 80.9%</td>
<td>C- 70 to 79%</td>
<td>D- 60 to 69%</td>
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If logistical problems arise (or errors in planning must be corrected), then this system may be revised. You will be notified, in class, of any changes. There is no “extra credit” in this class.
Instructor Responsibilities

As the instructor, I will help you learn the course material by giving lectures, leading discussions, assigning activities that ask you to think about leadership processes, answering your questions, and giving you feedback about your progress towards your goals. Remember that my primary responsibility is to help you learn about (a) leadership processes, (b) the social science of leadership, and (c) to think critically, and scientifically, about leadership processes (and claims about leadership processes). If you have any questions about course material, please email me, call, or come to my office.

Student Responsibilities

You are responsible for completing the assigned readings, coming to class, studying the material, taking the required examinations, completing the assigned activities, and logging into Blackboard regularly. Your task of learning will be much easier if you (a) ask me questions about the readings and topics; (b) keep up with the readings; (c) communicate with classmates regularly; (d) talk to me during office hours; and (e) take advantage of electronic resources available to you. This course will require between 20 and 25% of your week's time spent on academics, and more if you are unfamiliar with the methods of social science, just beginning advanced studies, or a relative slow reader. Budget your time accordingly. You are ultimately responsible for your learning in this class: if you earn an A you can be proud of your accomplishment, but should you fail you will have to bear the blame.

Policies

- If you must be absent from class because you are involved in University-level athletics, or some other good reason, inform me by email of the conflict.
- If you are ill on the day of an examination, leave a voice mail message prior to the class.
- You are welcome to use any type of electronic device you wish in class, but please make certain your actions are not a distraction to others.
- Please be certain to review and comply with the University’s academic integrity policy.
- Please heed the basic rules of etiquette pertaining to class discussion.

Awarding of Credit: To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. http://registrar.richmond.edu/services/policies/academic-credit.html

Honor System: The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” http://studentdevelopment.richmond.edu/honor/

Religious Observance: Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. http://registrar.richmond.edu/planning/religiousobs.html

Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 14-16</td>
<td>Theory building and theory testing</td>
</tr>
<tr>
<td>Jan 21-23</td>
<td>Theories: Types and Taxonomies</td>
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<td>Jan 28-30</td>
<td>Motivational theories</td>
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<td>Feb 4-6 *</td>
<td>Behavioral theories</td>
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<tr>
<td>Feb 11-13</td>
<td>Personality theories</td>
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<tr>
<td>Feb 18-20</td>
<td>Personality theories</td>
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<tr>
<td>Feb 25-27</td>
<td>Cognitive Theories</td>
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<tr>
<td>Mar 4-6 *</td>
<td>Cognitive Theories</td>
</tr>
<tr>
<td>Mar 10-16</td>
<td>Spring Break</td>
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<tr>
<td>Mar 18-20</td>
<td>Cultural theories</td>
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<tr>
<td>Mar 25-27</td>
<td>Biological theories</td>
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<tr>
<td>Apr 1-3</td>
<td>Structural/functional (systems, ob) theories</td>
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<tr>
<td>Apr 8-10 *</td>
<td>Social/interpersonal theories</td>
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<td>Apr 15-17</td>
<td>Transactional theories</td>
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<tr>
<td>Apr 22-24</td>
<td>Using theories</td>
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<tr>
<td>May 3 *</td>
<td>Final Exam, 2-5 PM</td>
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</table>

* A exam will, in all likelihood, be administered during this week, but check Blackboard for details.
Jepson School of Leadership Studies

Common Syllabus Insert

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