THEORIES AND MODELS OF LEADERSHIP  

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Introduction

This course considers theories and models of leadership. Together we will explore a range of classic and contemporary approaches to leadership, and their application to understanding leaders, followers, and the situations they encounter.

A calendar listing topics and readings for each day is attached. The assigned books for the course are *Leading Minds* by Howard Gardner and *Blink* by Malcolm Gladwell. Assigned articles and chapters not in these books are available on Course Reserves, as noted by the designation (CR) after those assignments. The number following CR (e.g., CR1) indicates where you can find each reading in the CR listing of the readings.

Course Requirements

1. All students in the course are expected to attend class and to come fully prepared to participate in discussion.

2. Each week you should email me brief – about 150 words – questions or comments on either Monday’s or Wednesday’s readings (except for the first and last weeks). All comments are due at 9:00 AM on the day of the class, and I will respond to them as soon as possible. Please be sure to include in your email a question that you would like us to discuss in class. The syllabus lists whether odd or even-numbered groups should submit an email for each day, and I will let you know whether you are in an odd or even-numbered group during our first week of classes.

3. There will be five groups in all, and each one leads a class session illustrating and assessing particular assigned readings. I will meet with each group to plan that session.

4. There will be an exam on the material from the first part of the course on Wednesday, February 25 and an exam on the material from the second part of the course on Monday, April 20.

5. A 15-page paper developing a theory of leadership, based on the material from the course, is due at 5:00 PM on Friday, May 1. You may do the paper individually or in pairs. Those who do the paper in pairs must submit individual assessments of the relative contributions of the two pair members.
Sixty percent of your course grade will be based on your two exam grades (20% each) and your grade on the paper (20%). 15% will be based on your grade for class participation, 15% will be based on your emailed comments, and 10% will be based on your group presentation.

Monday, January 12

Introduction

Wednesday, January 14

Freud and George Washington


Wednesday, January 21 (Odd numbered groups email)

Power


Monday, January 26  (Even numbered groups email)

Communication, Persuasion, and Cognitive Dissonance


Wednesday, January 28  (Odd numbered groups email)

Personality and Interpersonal Behavior


Monday, February 2

Group 1: Illustration and Assessment: Social Influence

Wednesday, February 4  (Even numbered groups email)

Leading Minds

Monday, February 9

**Group 2: Illustration and Assessment: Gardner’s Cognitive Theory**

Wednesday, February 11 (Odd numbered groups email)

**Military Leadership**


Monday, February 16 (Even numbered groups email)

**Charisma and Transformational Leadership**


Wednesday, February 18 (Odd numbered groups email)

**The Evolution of Leadership and Terror Management Theory**


**Monday, February 23**

*Group 3: Illustration and Assessment: The Role of Charisma*

**Wednesday, February 25**

*First Half Exam*

**Monday, March 2 (Even numbered groups email)**

*Personality and Leadership*


**Wednesday, March 4 (Odd numbered groups email)**

*Intelligence and Leadership*


**Spring Break, March 6 – March 16**
Monday, March 16  (Even numbered groups email)

Unconscious Processing and Leadership


Wednesday, March 19  (Odd numbered groups email)

Social Cognition, Social Identity and Leadership


Monday, March 23  (Even numbered groups email)

Legitimacy and Leadership


Wednesday, March 25  (Odd numbered groups email)

Gender and Leadership


**Monday, March 30**

**Group 4: Illustration and Assessment: Gender and Leadership**

**Wednesday, April 1**  (Even numbered groups email)

**Transforming Leadership and Captain Ahab**


**Monday, April 6**

**Leadership Without Easy Answers**  (Odd numbered groups email)


**Wednesday, April 8**
Bad Leadership


Monday, April 13

Group 4: Illustration and Assessment: Transforming, Adaptive and Bad Leadership

Wednesday, April 15

The Panama Canal  (Even numbered groups email)


Monday, April 20

Second Half Exam

Wednesday, April 22: Review and Integration
*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](http://registrar.richmond.edu/services/policies/academic-credit.html)

*Disability Accommodations*

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.

[http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.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/](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](http://registrar.richmond.edu/planning/religiousobs.html)