Theories and Models of Leadership

LDST300

Donelson R. Forsyth, Professor
The Leo K. and Gaylee Thorsness Chair in Ethical Leadership

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 learn things like “Theory Y 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.
Cognitive Theories

Learning/Behavioral Theories

General Theoretical Perspectives

Learning/Behavioral Theories

Cognitive Theories

Motivational Models

Personality Theories

Biological Models

Structural-Functional Models

Interpersonal-Social Theories

Cultural Perspectives

Leadership Theories

Authentic Leadership Theories

(e.g., Avolio’s, George’s, Terry’s)

Bass’s Transformational Theory

Blake and Mouton’s Leadership Grid Theory

Brown et al.’s Ethical Leadership Theory

Burn’s Transformational Theory

Carlyle’s Great Man Theory

Eagly’s Social Role Theory

Evolutionary Theories of Leadership

Fiedler’s Contingency Theory

Five Factor Model of Leadership

French and Raven’s Bases of Power

Theory

Freud’s Psychoanalytic Theory

Goleman’s Emotional Intelligence Theory

Greenberg et al.’s Terror Management Theory

Greenleaf’s Servant Leader Theory

Halpin’s Task-Relations Theory

Hersey & Blanchard’s Situational Leadership Theory

Hofstede’s Culture Theory

Hogg’s social identity theory

House’s GLOBE Theory

House’s Path-Goal Theory

Kelley’s Followership Theory

Kerr & Jermier’s Leadership Substitutes Theory

Kouzes & Posner’s Leadership Challenge Theory

Leader-member Exchange Theory (LMX)

Lord’s Implicit 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, chapters, and one text: Leadership, by Peter Northouse.

Readings will be selected based on the following criteria:

- **On topic:** All articles will deal with theory, primarily.
- **Authoritative:** The articles will be written by experts who, in many cases, developed the theory/model.
- **Accessible:** If possible, readings are well-written and accessible rather than 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.

The Big Picture

University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, cultivating the public mind, purifying the national taste, supplying true principles to popular enthusiasm and fixed aims to popular aspiration, giving enlargement and sobriety to the ideas of the age, facilitating the exercise of political power, and refining the intellectual tone of political power, and refining the intellectual tone of social life.

It teaches us to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophisticated, and to discard what is irrelevant.

It prepares us to fill any post with credit and to master any subject with facility.

It shows us how to accommodate ourselves to others, how to throw ourselves into their state of mind, how to bring before them our own, how to influence them, how to come to an understanding with them, and how to bear with them.

The educated person is at home in any society, has common ground with every class, knows when to speak and when to be silent, is able to converse, is able to listen, can ask a question pertinently, and gain a lesson seasonably when he or she has nothing to impart.

Cardinal Newman, 1852
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 assumes 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.

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

**Theory project:** One of the key goals of this course is to make certain that each of us is familiar, in a relatively detailed way, with the basic theories of leadership that have been developed by researchers. Students will, therefore, be asked to work in groups to develop a brief presentation that lays out the basic assumptions of the theory and summarizes relevant data pertaining to the theory. These groups (to be arranged in class, using some complicated and mysterious procedure) will review the assigned theory, research the theory by drawing on 1-2 original publications and descriptions in key reference books (such as the Encyclopedia of Leadership), and also identify one "found publication" that is, ideally, (a) relatively recent, say in the year 2000 to now; and (b) provides empirical evidence that does or does not support some hypothesis derived from the theory.

Groups will summarize their findings in two ways. First, through a class presentation or discussion. Second, in a paper due one week prior to the semester’s end.

Details of this assignment will be available in the Blackboard Course Website.

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."

Don Forsyth is a social psychologist who studies leadership, ethics, group dynamics, and a variety of other interpersonal processes. He received his BS in sociology and psychology from Florida State University and his Ph.D. in psychology from the University of Florida. He holds the Leo K. and Gaylee Thorsness Chair in Ethical Leadership.

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### Grades

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A+</td>
<td>99.1 to 100%</td>
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<tr>
<td>B+</td>
<td>89.1 to 89.9%</td>
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<td>C+</td>
<td>79.1 to 79.9%</td>
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<tr>
<td>D+</td>
<td>69.1 to 69.9%</td>
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<td>A</td>
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<td>B</td>
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<td>C</td>
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<td>D</td>
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<td>D-</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.

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 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.

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.
- Electronic devices are not to be used in class. 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

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>Jan 13-15</td>
<td>Orientation to Leadership Science</td>
<td>1</td>
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<tr>
<td>Jan 20-22</td>
<td>Theories and Models of Leadership</td>
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<td>Jan 26</td>
<td>Dr. Polly Weisner, Jepson Forum Event</td>
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<td>Jan 27-29</td>
<td>Traits Theories (Individual differences)</td>
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<td>Feb 3-5</td>
<td>Situation and Contingency Theories</td>
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<td>Feb 10-12</td>
<td>Motivational Theories and Path-Goal Theory</td>
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<td>Feb 17</td>
<td>Dr. Roy Baumeister, Jepson Forum Event</td>
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<td>Feb 17–19</td>
<td>LMX</td>
<td>8</td>
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<td>Feb 24</td>
<td>Transformational Leadership</td>
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<td>Feb 26</td>
<td>Midterm Examination</td>
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<td>Mar 3-5</td>
<td>Servant Leadership</td>
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<td>Mar 6-15</td>
<td>Spring Break</td>
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<td>Mar 17-19</td>
<td>Team Leadership</td>
<td>12</td>
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<td>Mar 18</td>
<td>Dar Williams, Jepson Forum Event (optional)</td>
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<td>Mar 24-26</td>
<td>Psychodynamics</td>
<td>13</td>
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<td>Mar 31-2</td>
<td>Women and Leadership</td>
<td>14</td>
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<td>Apr 7-9</td>
<td>Leadership in Cross-cultural contexts</td>
<td>15</td>
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<td>Apr 14-16</td>
<td>Leadership Ethics</td>
<td>16</td>
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<td>Apr 21-23</td>
<td>Conclusions</td>
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<tr>
<td>May 1</td>
<td>Final Examination</td>
<td>2-5 PM</td>
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Student presentations will be scheduled for every Thursday, beginning on March 5.