Theories and Models of Leadership

LDST300

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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 scientific 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 scientific studies of leadership. Course goals include:

Content: Review of 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.
Theorums 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
- Personality Theories
- Biological Models
- Structural-Functional Models
- Interpersonal-Social Theories
- Cultural Perspectives

**Leadership Theories**
- Style theories (e.g., Task- vs. Relationship-Oriented Styles of Leadership)
- Transformational vs. Pseudo-transformational Theory (Bass and Burns)
- Charisma Theories of Leadership (included Weber)
- Fiedler’s Contingency Theory
- Power theories (French and Raven, Kipnis, Keltner)
- Cultural theories (House’s GLOBE Theory, Hofstede)
- Exchange theory including Leader-member Exchange Theory (LMX)
- Implicit Leadership Theory (included Eagly’s work)
- Theories of Emotional Intelligence
- Hersey & Blanchard’s Situational Leadership Theory
- Social Identity Theory (Hogg, Reicher et al.)
- Cognitive theories, including Sternberg’s WISC theory
- Psychodynamic models (including Terror Management Theory)
- Evolutionary Perspectives
- Ethical leadership theory (includes authentic leadership theory)

This course also addresses research methods—the procedures used to test these theories.

**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 intercourse of private 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

**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 projects, presentations, and discussion of 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.

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 and you are unfamiliar with statistics, be prepared to spend additional time examining that paper. We will, in class, review the papers carefully, so be certain as you read to make note of any questions or concerns for each reading.

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:** I usually give a few quizzes online or start or end of a class period each semester

**Assignments:** I will regularly ask you to complete various types of assignments, such as an extensive book review, discussion postings, writing a summary of a reading, taking self-assessments, and so on during the semester. Some will be written in class, others outside of class and submitted via online.

**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 take 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 majority of your grade will be determined by your score on the exams.

**Engagement:** Students are given credit if they actively engage in the course. Engagement is not merely showing up for class, but taking an active role in the course discussion, projects, and communications. The default grade for engagement is a C (average).

**Projects:** We will complete several short—and long-term projects during the semester. For example, working in groups students will survey theory and research in the field of leadership studies to identify the “must know” theories in the field. We will do this by surveying primary texts examining leadership, searching for commonalities in content and concepts. Students, again working in groups, will also carry out an extensive analysis of a specific theory. These groups 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 two “found publications” that are, 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. The groups will summarize their findings in two ways. First, through a class presentation or discussion. Second, in a wiki-based posting due in draft form one day prior to the presentation and finalized one week before the semester’s end.

Details of these assignments 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. Cut offs for grades are etched in stone, and based on the following percents.

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>99.1 - 100%</td>
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<tr>
<td>B+</td>
<td>89.1 to 89.9%</td>
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<tr>
<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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<tr>
<td>A</td>
<td>91 to 99%</td>
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<tr>
<td>B</td>
<td>81 to 89%</td>
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<tr>
<td>C</td>
<td>71 to 79%</td>
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<tr>
<td>D</td>
<td>61 to 70%</td>
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<tr>
<td>A-</td>
<td>90 to 90.9%</td>
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<td>B-</td>
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<td>C-</td>
<td>70 to 79%</td>
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<tr>
<td>D-</td>
<td>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.

I interact with students in the class providing both content and logistics via the Internet—primarily Blackboard and email. To be fully informed, you will need to read your email.

Instructor Information

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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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 or a relative slow reader. Budget your time accordingly.

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 your electronic devices’ policies and comply with the University’s academic integrity policy.
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- If you plagiarize, where plagiarism is direct copying of others’ work or your own previous work (any sequence of 4 words or more) or use others’ ideas without attribution, I will turn you in to the honor council or fail you for the assignment and/or course. Passing on materials from this class to others (e.g., depositing course materials in “test bank” or online at resources sites such as CourseHero) will be considered an honor violation. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.
- If you are ill on the day of an examination, leave a voice mail message prior to the class. If you plagiarize, where plagiarism is direct copying of others’ work or your own previous work (any sequence of 4 words or more) or use others’ ideas without attribution, I will turn you in to the honor council or fail you for the assignment and/or course. Passing on materials from this class to others (e.g., depositing course materials in “test bank” or online at resources sites such as CourseHero) will be considered an honor violation. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.
- 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

DO use laptops, smart phones, i-pads, and so on only for class-related work, such as reading online documents related to this class, accessing the class Blackboard and/or wiki page, or taking notes.

DO NOT use a laptop or phone for personal matters during class, and that includes during group activities, discussions, presentations, or media clips: Your email and other personal apps should not be open during class. If you are multitasking (e.g., completing work for another class on a laptop during this class), I will ask you to leave class.

IF you are experiencing a personal event that requires you to be online, please let me know before you use the device in class. If you have an academic accommodation that permits the use of a laptop please see me so that arrangements can be made.

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Jan 12-14</td>
<td>Orientation to Leadership Science</td>
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<tr>
<td>Jan 19-21</td>
<td>Theories and Models of Leadership</td>
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<td>Jan 26-28</td>
<td>Survey of Critical Theories</td>
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<td>Feb 2-4</td>
<td>Summary of Key Theories in Leadership</td>
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<td>Feb 9-11</td>
<td>Type and Contingency Theories</td>
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<td>Feb 16-18</td>
<td>Psychodynamic Theories</td>
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<td>Feb 23-25</td>
<td>Implicit Leadership Theory</td>
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<td>Mar 1-3</td>
<td>Review and Midterm Examination</td>
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<td>Mar 6-16</td>
<td>Spring Break</td>
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<td>Mar 17-April 21 *</td>
<td>Review of Key Leadership Theories</td>
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<tr>
<td>Apr 30</td>
<td>Final Examination  9-12 PM</td>
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* Mar 23 Roy Baumeister, Jepson Event (optional)