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

As the name of this course makes utterly explicit, LDST300 examines theories and models of leadership—extensively.

**Content:** The primary goal of the class is the review and cataloging 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. It is unfortunately that there are 100s of theories and models of leadership to be examined, but that is our purpose nonetheless.

**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.

The content of this course was generated through a series of planning sessions, where faculty in the Jepson School developed a “must know” list of key theories in the field.

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.*
### 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 ("Grand Theories") but also theories that focus specifically on leadership processes. For example:

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

**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 a guided lecture/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

We will be using A. Marturano & J. Gosling’s book *Leadership: Key Concepts*, for general orientation to topics. This book provides general summaries of most of the theories we will be examining.

The bulk of the content, however, will be based on articles published in scholarly journals. 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.

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. These notes will provide the basis for your journal entry.
Activities, Assignments, Quizzes, Exams…

**Exams:** We will take two 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.

**Quizzes:** I do not plan to give quizzes this semester, but will introduce them if class discussion suggests people are not preparing for discussion and review. Research suggests that even though frequent quizzing is viewed as coercive, students do report that regular quizzing is the best method to use to ensure students prepare prior to a class.

**Portfolio:** You will be asked to submit, at the semester’s end, a portfolio of your work in this class. The portfolio is your personal summary of your work, but will have several required components:

- **Review of theories:** Summary of theories and models of leadership (drawn from weekly journal entries)
- **Taxonomy:** Your personal taxonomy of theories and models of leadership, with supporting rationale
- **Application:** Description of a leader (not local) and theoretical analysis of that leader’s case
- **Self-analysis:** Comprehensive list of all results of assessments (personality, skills, leadership tendencies) completed in class and overall conclusions

The details of this assignment are available in Blackboard.

**Assignments:** I will regularly ask you to complete various types of assignments, such as discussion postings, writing a summary of a reading, taking self-assessments, class presentations, and so on during the semester. Some will be written in class, others outside of class and submitted via online. **A journal entry is due EVERY week.**

**Events:** This class is based on an academic “commons” model. Students will be asked to attend several events that occur outside of regular class hours.

**Engagement:** Your commitment to learning, as indicated by involvement in class, contributes to your overall grade. Indicators of engagement (and disengagement) include:

- Asking questions about course topics (not just about logistics)
- Contributing to class discussions with comments that indicate preparation
- Expressing interest in the course material
- Opening files on the course website regularly
- Remaining attentive during class
- Expressing negativity about course methods or content
- Failing to accurately summarize points in assigned readings or earlier classes
- Leaving class early, arriving late for class, stepping out of the class regularly
- Using technology inappropriately
- Completing the weekly journal updates with care.

The default grade for engagement is a C.

**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.

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 Information](Image)

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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<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A+</td>
<td>99.1% - 100%</td>
<td>B+</td>
<td>89.1% - 89.9%</td>
<td>C+</td>
<td>79.1% - 79.9%</td>
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<td>A</td>
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<td>B</td>
<td>81% - 89%</td>
<td>C</td>
<td>71% - 79%</td>
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<td>A-</td>
<td>90% - 90.9%</td>
<td>B-</td>
<td>80% - 80.9%</td>
<td>C-</td>
<td>70% - 70.9%</td>
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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.
- 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/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/ 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 honors violation. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.
- Religious Observance: Students should notify their instructors within the first two weeks of classes if they 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>Calendar</th>
<th>Topic</th>
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<tr>
<td>Jan 10</td>
<td>Overview</td>
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<tr>
<td>Jan 12</td>
<td>Myth of Science</td>
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<tr>
<td>Jan 17</td>
<td>Nature and Function of Theories and Models in Science</td>
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<td>Jan 19</td>
<td>Reading Day (no class); Annual Meetings of SPSP</td>
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<td>Jan 24</td>
<td>Using Research to Test Theory</td>
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<td>Jan 26</td>
<td>Traits and Tendencies</td>
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<td>Jan 31</td>
<td>Dark Traits</td>
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<tr>
<td>Feb 2</td>
<td>Behavioral and Style Theories</td>
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<td>Feb 7</td>
<td>Contingency Theories</td>
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<td>Feb 9</td>
<td>Selves and Identity</td>
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<td>Feb 14</td>
<td>Motivational Theories</td>
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<td>Feb 16</td>
<td>Theories of Emotional Intelligence</td>
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<td>Feb 21</td>
<td>Examination One</td>
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<td>Feb 23</td>
<td>Psychodynamic Perspectives</td>
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<td>Feb 28</td>
<td>Ethics</td>
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<td>Mar 2</td>
<td>Value theories</td>
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<td>Mar 14</td>
<td>Interaction and Influence Theories</td>
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<td>Mar 16</td>
<td>Power</td>
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<td>Mar 21</td>
<td>Evolutionary Perspectives</td>
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<td>Mar 23</td>
<td>Implicit Leadership Theories</td>
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<td>Mar 28</td>
<td>Followership</td>
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<td>Mar 30</td>
<td>Team Leadership</td>
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<td>Apr 4</td>
<td>Exchange Theories</td>
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<td>Apr 6</td>
<td>Transformational Leadership</td>
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<td>Apr 11</td>
<td>Examination Two</td>
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<td>Apr 13</td>
<td>Topics in Leadership</td>
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<td>Apr 18</td>
<td>Student Presentations</td>
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<td>Apr 20</td>
<td>Student Presentations</td>
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<td>Apr 25</td>
<td>Portfolio Due at 5 PM</td>
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This calendar is VERY tentative: Always consult Blackboard.