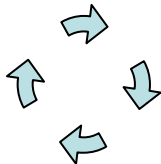
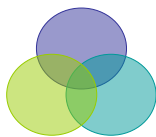


THEORIES AND MODELS OF LEADERSHIP
LDST 300 - Syllabus - Spring 2008
Instructor: Gill Robinson Hickman, Ph.D.



Contact Information

E-mail & Telephone: ghickman@richmond.edu - (try e-mail first); 287-6097 (office)
Office Hours: MW 12:15 -1:15 p.m. & 3:00 – 4:00, and by appointment, JH 128
Class Hours: Section 01 - MWF, 1:35-2:25 p.m., JH 107

“There is nothing so practical as a good theory.” Kurt Lewin

Description

This course examines both classic and contemporary theories and models of leadership. Students will analyze various perspectives, assumptions, strengths, and weaknesses of leadership theories. Students will research the connection between theory and practice in actual leadership settings.

Goals:

- To understand and analyze core theories and models of leadership studies;
- To analyze critical challenges to current theories and models of leadership studies; and
- To understand the challenges of putting theory into practice.

Required Texts and Readings

Books:

- Northouse, P. G. (2007). *Leadership: Theory and practice*. Thousand Oaks: Sage Publications. (Referred to hereafter as, **Text: Northouse**).
- Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books. (Referred to hereafter as, **Text: Gardner**).

On-line Readings:

- Goethals, G. R., Sorenson, G. J., & Burns, J. M. (Eds.). (2004). *Encyclopedia of leadership (Volumes 1-4)*. Thousand Oaks: Sage Publications. (Referred to hereafter as, **EOL**). **Access:** Library web page: <http://library.richmond.edu/> (Click on “Research Guide by Subject/Major,” then click on “Encyclopedia of Leadership”).
- Articles and book chapters – The remaining readings are available on Blackboard under “Assignments.” (Referred to hereafter as, **BB**).

Grading

Your final grade will be determined as follows:

48% Comprehension Essays (four papers)

12% Peer Teaching - Group Application and Assessment of Theories

30% Theory-Practice Analysis - Paper and Presentation

- *Progress reports* (group meetings with the instructor)
- *Final paper* – graded
- *Final group presentation* – PF
- *Peer evaluation* - This overall evaluation will impact your grade for the final group project in the following manner – **Overall peer evaluation: 100-80 points, student receives group grade; 79-75 points, lose one full grade from the final group paper; 74-70 lose, two full grades; 69-65 lose three full grades; 64 and below, lose all credit for the group paper.**

15% Attendance and Participation

Grading scale: **0-1 unexcused absence = A; 2 unexcused absences = B; 3 unexcused absences = C; 4+ unexcused absences = F**

Details of these assignments will be discussed in class.

CLASS AND ASSIGNMENT SCHEDULE - LDST 300-02

WEEK 1

INTRODUCTION: THE STUDY OF LEADERSHIP

Monday, January 14 Course Introduction

Which topic would you like to examine in “*the real world?*”

- *Traits and Multiple Intelligences*
- *Behavior and Contingency Theories*
- *Followership and Shared Leadership* (includes team and e-leadership)
- *Power and Influence*
- *Charismatic, Transforming and Transformational*
- *Ethics and Leadership*
- *Gender and Leadership*
- *Culture and Leadership*

Wednesday, January 16 The Study of Leadership: An Overview

Readings:

- Read **pp. 155-160** only - Hickman, G. R. and Couto, R. A. (2006). Causality, change and leadership. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 152-187). Cheltenham, UK: Edward Elgar.
- Antonakis, Cianciolo, Sternberg – Leadership: Past, present, and future. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership*, pp. **3-15**. Thousand Oaks: Sage Publications.

Application:

- **Case study:** Barbara Rose Johns and School Desegregation in Prince Edward County, Virginia (in Hickman and Couto reading).
We will use this case during three class sessions to begin to understand the link between theories and models and the “real world”
- Which schools of leadership (in the Antonakis, Cianciolo & Sternberg reading) would you use to analyze the case of Barbara Rose Johns and school desegregation in Prince Edward County? Explain why these schools would provide the best insight into leadership in this case. Be prepared to share your ideas with the class.

Friday, January 18 Methods of Studying Leadership: What is theory?

Readings:

- Read **pp. 48-54** only – Antonakis, J. Chiessheim, C. A., Donovan, J. A., Gopalakrishna-Pillai, K., Pellegrini, E.K., Rossomme, J. L. (2004). Methods for studying leadership. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership*, pp. 48-54. Thousand Oaks: Sage Publications.
- Review the Barbara Rose Johns case, **pp. 155-160** in Hickman, G. R. and Couto, R. A. (2006). Causality, change and leadership

Application:

Using the definition of theory (in the Antonakis, et. al. reading below), develop a theory that helps understand leadership in the case of Barbara Rose Johns and school desegregation in Prince Edward County, VA. Be prepared to share your ideas with the class. Keep your theory for use during Week 2.

WEEK 2

METHODS AND PERSPECTIVES FOR STUDYING LEADERSHIP

Monday, January 21 (Note - Class meets 1:05-1:45 p.m. due to MLK celebration)

- Explanation of Assignments

Wednesday, January 23 Studying Leadership

Readings:

- Read **pp. 54-70** only – Antonakis, J. Chiessheim, C. A., Donovan, J. A., Gopalakrishna-Pillai, K., Pellegrini, E.K., Rossomme, J. L. (2004). Methods for studying leadership. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership*, pp. 48-54. Thousand Oaks: Sage Publications.
- Review the Barbara Rose Johns case, **pp. 155-160** in Hickman, G. R. and Couto, R. A. (2006). Causality, change and leadership

Application:

What research methods would you use to study test your theory of leadership in the case of Barbara Rose Johns and school desegregation in Prince Edward County, VA. Be prepared to share your ideas with the class.

Friday, January 25 Social Construction

Readings:

- Read **pp. 152-153** only - Hickman, G. R. and Couto, R. A. (2006). Causality, change and leadership. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 152-187). Cheltenham, UK: Edward Elgar.
- Ospina, S. & Sorenson, G. L. J. (2006). A constructionist lens on leadership: charting new territory. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 188-204). Cheltenham, UK: Edward Elgar.

CORE THEORIES AND MODELS

WEEK 3

TRAIT SCHOOL AND MULTIPLE INTELLIGENCES

Monday, January 28 **Traits and Personality**

📖 Readings:

- Text: Northouse - Chapters 2 & 11

Wednesday, January 30 **Multiple and Emotional Intelligences**

📖 Readings:

- BB: Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books. (pp.3-48)
- BB: Goleman, D. (1998). What makes a leader? *Harvard Business Review*, November-December, pp. 93-102.

Friday, February 1 **Traits and the Exemplary Leader**

📖 Reading:

- Text: Gardner – Ch. 15 (pp. 285-290 only)

WEEK 4

BEHAVIORAL SCHOOL

Monday, February 4

👥 **Group 1: Traits and Multiple Intelligences -Theory-Practice Application and Presentation**

Wednesday, February 6 **Behavioral School and Contemporary Leader Behaviors**

📖 Reading:

- Text: Northouse, Ch. 4
- EOL: Follower-Oriented Leadership (Kouzes & Posner), pp. 495-499.
- EOL: Connective leadership (Jones), pp. 269-272.

Friday, February 8 **Theories in the “Real World”**

- **Guest: Mr. Jim Schettine – Jepson School Alumnus**
- Discussion of group project design – Theory and Practice in the Real World
- 📖 **Due: Comprehension Essay 1**

WEEK 5

CONTINGENCY SCHOOL

Monday, February 11 **Situational Leadership**

📖 Reading:

- Text: Northouse, Ch. 5

Wednesday, February 13 **Contingency Theory**

📖 Reading:

- Text: Northouse, Ch. 6

Friday, February 15 **Path-Goal Theory**

📖 Reading:

- Text: Northouse, Ch. 7

WEEK 6

FOLLOWERSHIP AND SHARED LEADERSHIP

Monday, February 18 **LMX: Relational Approaches**

📖 Reading:

- Text: Northouse, Ch. 8

Wednesday, February 20 **Followership Models**

📖 Reading:

- EOL: Followership, (Kelley), pp. 504-513.

Application: Complete and score the “Followership Questionnaire” in the reading above.

Friday, February 22

Shared Leadership in an Organizational Context

📖 Reading:

- BB: Pearce, C. L. & Conger, J. A. (Eds.). (2003). All those years ago: The historical underpinnings of shared leadership. In *Shared leadership: Reframing the hows and whys of leadership*, pp. 1-18. Thousand Oaks: Sage Publications.
- EOL: Empowerment (Offermann), pp. 454-457.

📅 **Due: Interim draft of group project – Theory-Practice Analysis paper**

WEEK 7

Monday, February 25

Team Leadership

📖 Reading:

- Text: Northouse, Ch. 10
- EOL: E-leadership, (Kahai, & Avolio) pp. 417-425. Thousand Oaks: Sage Publications.

Wednesday, February 27

Servant Leadership

📖 Readings:

- BB: Greenleaf, R. K. (1977). The servant as leader. In *Servant leadership: A journey into the nature of legitimate power & greatness*, pp. 21-28. New York: Paulist Press.

Friday, February 29

📅 **Due: Comprehension Essay 2**

WEEK 8

POWER AND INFLUENCE

Monday, March 3

Power

📖 Reading:

- BB: Harvey, M. (2004). Power. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 74-95). Cheltenham, UK: Edward Elgar.
- EOL: Power, six bases of, (Raven), pp. 1241-1248.

Wednesday, March 5 Attend Donchian Symposium on the Ethical Challenges of Leadership (Jepson AlumniCtr.)

- **Attend as many sessions as possible** throughout the day (No class meeting). At a minimum, please attend:
 - 8:45 a. m. – Keynote: Dr. Joanne Cuilla
 - 1:00 pm. – Keynote: Juliette Kayyem

Friday, March 7

Social Influence

📖 Reading:

- BB: Hoyt, C. L., Goethals G. R. & Riggio, R. E. (2006). Social influence and persuasion. In G. R. Goethals & G. L. J. Sorenson (Eds.), *The quest for a general theory of leadership* (pp. 103-109). Cheltenham, UK: Edward Elgar.

WEEK 9

SPRING BREAK

Monday, March 10, Wednesday, March 12, Friday, March 14,

Week 10

COGNITIVE INFLUENCES

Monday, March 17

Leading Minds

📖 Readings:

- Text: Gardner, Ch. 1 & 3
- EOL: Implicit leadership theories (Fischbein & Lord), pp. 700-706.

Wednesday, March 19 Cognitive Influences: Ideas and Discovery

📖 Readings:

Text: Gardner, Ch. 4 & 5

Friday, March 21

📅 **Group 2: Power and Influence - Theory-Practice Application and Presentation (Readings for Week 8)**

Week 11 CHARISMATIC, TRANSFORMING AND TRANSFORMATIONAL LEADERSHIP

Monday, March 24 Transactional and Transforming Leadership (Burns)

📖 Readings:

- BB: Burns, J. M. (1978). Prologue: The crisis of leadership. In *Leadership*, pp. 1-5. New York: Harper Torchbooks.
- BB: Burns, J. M. (1978). Leadership and followership. In *Leadership*, pp. 18-23. New York: Harper Torchbooks.
- Text: Gardner, Ch. 14

Wednesday, March 26 Charismatic Leadership

📖 Readings:

- EOL: Charisma (Riggio), pp. 158-162.
- EOL: Charismatic theory (Conger), pp. 162-167
- BB: Yukl, G. (2006). Consequences of charismatic leadership. In *Leadership in organizations* (6th edition), pp. 258-262. Upper Saddle River: Pearson Prentice Hall
- Text: Gardner, Ch. 11

Friday, March 28 Transformational Leadership

📖 Readings:

- Text: Northouse, pp. 179-206

Week 12 ETHICS

Monday, March 31

👥 Group 3: Charismatic, Transforming and Transformational Leadership: Theory-Practice Application and Presentation

Wednesday, April 2 Ethics and leadership

📖 Readings:

- EOL: Ethics: Overview (Price), pp. 463-470.
- BB: Ciulla, J. B. Ethics and leadership effectiveness. In J. Antonakis, A. T. Cianciolo, & R. J. Sternberg (Eds.), *The nature of leadership*, pp. 302-327. Thousand Oaks: Sage Publications.

Friday, April 4 Adaptive Work and Principles of Ethical Leadership

📖 Readings:

- EOL: Adaptive work (Heifetz), pp. 8-13.
- Text: Northouse, pp. 350-358.
- Text: Gardner, Ch. 8

📅 Due: Comprehension Essay 3

Week 13 GENDER AND LEADERSHIP

Monday, April 7

👥 Group 4: Ethics - Theory-Practice Application and Presentation

Wednesday, April 9 Gender and Leadership

📖 Reading:

- Text: Northouse, Ch. 12
- Text: Gardner, Ch. 10

Friday, April 11 Women and Political Leadership

📖 Reading:

- EOL: Gender and authority (Gillett), pp. 540-543.
- EOL: Women and Political leadership, pp. 1664-1671.
- Text: Gardner, Ch. 12

Week 14**CULTURE AND LEADERSHIP***Monday, April 14***## Group 5: Gender and Leadership - Theory-Practice Application and Presentation***Wednesday, April 16***Culture and Leadership in Organizations**

📖 Reading:

- Text: Northouse, Ch. 13

*Friday, April 18***Globalization and Leadership****Guest Lecturer**

- EOL: Globalization (Hicks), pp. 570-577.
- BB: Adler, N. J. (1997). Global leadership: Women leaders. *Management International Review*, 37, 171-196.

Week 15*Monday, April 21***## Group 6: Culture and Leadership: Theory-Practice Application and Presentation***Wednesday, April 23*📖 **Due: Comprehension Essay 4**

- **Group project discussions**
- **Course Evaluations**

Friday, April 25

- **Group project discussions**
- **Peer Evaluations**

Saturday, April 26**6:30 p.m. Dinner at the Hickman Home****FINAL PAPER AND PRESENTATIONS***May 1 2:00-5:00 p.m.*📖 **Final Presentation**📖 **Due: Oral Presentation and Final Paper Due**

ASSIGNMENTS AND CLASS POLICIES

Hickman – LDST 300

CLASS POLICIES

Class Attendance and Participation

- **Attendance** - Sign the attendance sheet for each class session. This is my official record of your attendance.
Unexcused absences = No documentation from RC or WC dean or a physician.
Students are allowed 1 unexcused absence for *illness* or a scheduled *off-campus event in another course*. The instructor must receive a notification of the reason for the unexcused absence by e-mail only. Simply telling the instructor about the absence is not adequate. All other unexcused absences are deducted from the attendance grade.
Excused absences = *Written documentation* of absence from RC or WC dean or a physician for authorized university events, major illness or family loss.
- **Participation** means that students must: complete the assigned readings prior to class; engage in class discussions and group activities; raise questions about the readings and assignments; and remain fully attentive and engaged in the class without distractions such as text messaging, telephone calls, using the Internet, and talking about matters unrelated to class.

Honor Pledge

The Jepson School supports and adheres to the provisions of the Honor System sanctioned by the School of Arts and Sciences. Every piece of individual written work must have the honor pledge and the student's signature on it. The pledge is "I pledge that I have neither given nor received unauthorized assistance during completion of this work."

Grading Scale

Grading for assignments is based on the university's grading scale:

A+ 4.0	B+ 3.3	C+ 2.3	D+ 1.3
A 4.0	B 3.0	C 2.0	D 1.0
A- 3.7	B- 2.7	C- 1.7	D- 0.7

ASSIGNMENTS

Comprehension Essays

Write a short paper that provides your thoughts on the assigned readings listed in the syllabus. Be prepared to share your paper in class. Prepare the paper as follows: approximately 3 doubled-spaced pages in 12 pt. Times Roman font and 1" margins. Essays are due at class time on the day designated in the syllabus.

Peer Teaching

Group 1	Topic: <i>Traits and Multiple Intelligences</i>
Group 2	Topic: <i>Power and Influence</i>
Group 3	Topic: <i>Charismatic, Transforming and Transformational</i>
Group 4	Topic: <i>Ethics and Leadership</i>
Group 5	Topic: <i>Gender and Leadership</i>
Group 6	Topic: <i>Culture and Leadership</i>

The peer teaching group will take over the class session (50 minutes) and do the important work of helping the class to understand the application of the material. **How does this school of thought "apply" or "contribute" to the practice or process of leadership?**

To demonstrate the application of the material, the peer teaching group may use:

- **Case studies** - written cases, documentary or popular film based on *real* situations and people. (Your group must develop the questions or issues that help the class apply the theories or concepts in the readings);
 - **Problem-solving, role-plays, or debates** based on *real* situations and people (e.g., hurricane Katrina) that demonstrate the application or utility of the material. (Your group must research the issue and provide the class with the factual information from reliable sources for the exercise);
 - **Narrative or current news stories** based on a *real* set of data (such as census or research data) to engage students in an activity; or
 - **Other creative ideas** based on *real* situations and people.
- GROUP MEMBERS MUST CONSULT WITH THE INSTRUCTOR IN ADVANCE OF YOUR SCHEDULED PEER TEACHING SESSION (See instructor's office hours in the syllabus).

Group Project: Theory-Practice Analysis - Paper and Presentation

Focus: Theories and Models of Leadership in the "Real World"

The purpose of this project is to allow your group to draw upon the insights Jepson alumni and other practitioners to gain an understanding of how theory is used in the real world. Groups will use interviews and research to complete their analyses.