Theories and Models of Leadership

LDST300 Syllabus

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.

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 75 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. The course stresses the analysis of leadership processes, at a theoretical level, and so students will develop facility in theorizing: developing conceptual model’s of leadership process.

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 coverage of this course is determined by the faculty of the Jepson School of Leadership Studies.

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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.
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. Perspectives included in this review include:

- Style theories (e.g., Task- vs. Relationship-Oriented Styles of Leadership)
- Contingency Theories (e.g., Fiedler’s work)
- Hersey & Blanchard’s Situational Leadership Theory
- Trait approaches to leadership
- Cognitive theories of leadership, including Implicit Leadership Theory (ILT)
- Theories examining sex differences in leadership (included Eagly’s work)
- Emotional intelligence of leaders
- Leadership identity
- Charisma Theories of Leadership (including Weber)
- Power theories (French and Raven, Kipnis, Keltnner)
- Transformational Theory (e.g., Bass)
- Cultural theories (House’s GLOBE Theory, Hofstede)
- Evolutionary Perspectives
- Ethical leadership theory (includes authentic leadership theory)

The course also addresses research methods—the procedures used to test these theories. By necessity, we will therefore examine briefly research and statistical methods. Topics will include experimentation, correlational analyses, meta-analytic reviews, and structure equation modeling.

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.

Teaching and Learning Methods

I designed this course to include both active learning methods and more traditional teaching/learning techniques (such as lectures, written assignments, and quizzes). There will be some sessions where I will lecture, reviewing theories and models via didactic methods. We will also have sessions when we will discuss issues pertaining to the topic we are currently examining. Other teaching/learning methods include:

- Break-out sessions, when students will meet in small groups to discuss topics of interest;
- Pre-writing, involving a short period of personal writing at the start of class;
- Quizzes: Scheduled quizzes that test your learning of the theories we will be studying;
- Short written assignments: Several 3-5 page assignments applying theories to a leader;
- Term paper: A final paper synthesizing the leader analysis.

Readings

We will be relying on shared readings for information about the many and varied theories and models we will be studying. The reading load is not heavy, for it will involve 3 or four chapters or journal articles each week, for a total of approximately 30-35 readings over the course of the semester. The readings will vary, however, in length and in complexity—some will be short and pithy, but others will be more detailed. The papers will be selected based on several criteria, including quality, coverage, and relevance to the specific theory that we are reviewing.

Most of the papers will be empirical studies that test the assumptions of the theories. If 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.

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.

Cardinal Newman, 1852
Activities, Assignments, Quizzes ….

A number of methods will be used to assess your achievement of course goals, including:

**Quizzes:** We will take 4 quizzes. Items on the quizzes will cover all course material, no matter what its source (e.g., lecture, text, video). Exams will be multiple choice and/or short answer. We will be using the newly developed Jepson Assessment Center for these quizzes, so they will be self-scheduled on a day other than a class day. At this time, we are anticipating having these quizzes on Feb 5, Feb 27, Apr 1, and Apr 22 (but these dates are subject to change).

**Leader Analysis (LA):** This course requires you apply, regularly, the theories and models we are examining to a local leader—someone you can interview once (or twice) during the semester. Details of these assignments will be available in Blackboard. At this time, we are anticipating having these analyses due on Jan 28, Feb 28, Mar 26, and Apr 16 (but these dates are subject to change).

**Final Paper:** The course requires a term paper. This paper will be based on the individual Leader Analysis paper you write across the semester. You will finalize your analysis of your leader at the semester’s end.

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

The default grade for engagement is a C.

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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.

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**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.

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**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 assignment) this feedback will not be dispositive. If logistical problems arise (or errors in planning must be corrected), then this system may be revised. You will be notified, via email, of any changes. There is no “extra credit” in this class.

**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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Disabilities and Sensitivities

(Denote: The full list of University of Richmond and Jepson School of Leadership Studies Standards is posted on Blackboard.)

• Differently abled students: 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).

• Absences: 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.

• Illness: If you are ill on the day of an examination, leave a voice mail message prior to the class.

• 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

• 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/religioosobs.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.” Plagiarism is direct copying of others’ work or your own previous work (any sequence of 4 words or more) or use of others’ ideas without attribution. ALL work in this class is assumed to be pledged work and individual work unless you are explicitly asked to work collectively.

• Unauthorized Assistance: Passing on or using materials from this class or previous classes (e.g., depositing or using course materials in “test banks” at a fraternity or sorority or posting material online at CourseHero) is an honors violation.

• Blackboard: This class involves online testing, so sharing of test information is prohibited. Passing on test information to others who have not yet completed the test will be considered an honors violation.

Special Issues and Concerns

Every attempt will be made to make sure that content examined in this course, and the processes used to examine this content, will cause no concern, upset, or harm to students.

• Historical context: This course examines theories of leadership, and so is in part a review of the historically prominent work in the field. In some cases that work was written at a time where scholars adopted standards that are now considered inappropriate, dismissive, and harmful (e.g., the use of exclusionary language, such as the generic “he,” privileging certain viewpoints and perspectives that do not respect the rights of individuals from underserved groups, etc.). These works are reviewed as they represent the historical cannon of the field, but that review should not be taken as evidence that these views are condoned.

• Personal reactions: 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 consider issues that some might find sensitive, including values, injustice, human nature, morality, and values. (For example, we will examine theories that are based on evolutionary theory and some might find these perspectives to be personally objectionable.) We will remain sensitive to the feelings and perspectives of others during these discussions. If at any time your are troubled by the content of the course, please contact me.

University of Richmond Title IX Policy

From the UR Title IX webpage:

“The University is unwavering in its commitment to support survivors of sexual assault, to respond promptly to reports of any type of sexual misconduct, and to investigate and adjudicate reports in a manner that is fair and equitable to all parties involved. We understand that sexual violence can undermine a student’s academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need. Violations can be reported to the Title IX Office at report.richmond.edu. Reports to law enforcement can be made to University of Richmond Police Department at 804-289-8911.” Please see https://prevent.richmond.edu/ for full details.

Much remains to be done, but progress is being made to redress many social injustices, including racial, ethnic, and identity-based biases (both implicit and explicit), aggression and violence, bullying and ostracism, and sexual harassment and sexual violence. I hope that, should you wish to discuss any matter regarding such injustices, personal or otherwise, that you will consider me a source of support and advocacy. However, please note that I am considered, by law, to be a “responsible employee” of UR. That designation means that I am required to report instances of sexual harassment and violence directly to the Title IX Office at the university. I can discuss most issues with you in confidence, but not issues pertaining to sexual assault.

This calendar is tentative: Updates and revisions will be posted on Blackboard. Blackboard dates always take precedence over the dates posted here.

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<thead>
<tr>
<th>Date</th>
<th>Topic and Due Dates</th>
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<tbody>
<tr>
<td>Jan 14-16</td>
<td>1 Introduction and Orientation</td>
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<tr>
<td>Jan 21-23</td>
<td>2 Studying Leadership</td>
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<td>Jan 28-30</td>
<td>3 Behavioral Theories (LA1 Due Jan 28)</td>
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<td>Feb 4-6</td>
<td>4 Contexts and Contingencies (Quiz 1, Feb 5, 1-3)</td>
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<td>Feb 11-13</td>
<td>5 Personality and Individual Differences in Leadership Theories</td>
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<td>Feb 18-20</td>
<td>6 Social Perception and Social Cognition: Implicit Theories of Leadership</td>
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<tr>
<td>Feb 25-27</td>
<td>7 Social and Emotional Intelligence (Quiz 2, Feb 27, 4-6; LA2 Due Feb 28)</td>
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<td>Mar 3-5</td>
<td>8 Self and Identity</td>
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<td>Mar 10-12</td>
<td>Spring Break</td>
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<td>Mar 17-19</td>
<td>9 Persuasion and Charisma</td>
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<td>Mar 24-26</td>
<td>10 Power and Influence (LA3 Due Mar 26)</td>
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<td>Mar 31-Apr 2</td>
<td>11 Transformation and Change (Quiz 3, April 1, 7-)</td>
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<td>Apr 7-9</td>
<td>12 Adaptation and Evolution</td>
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<td>Apr 14-16</td>
<td>13 Leadership in a Cross-cultural Context (LA4 Due Apr 16)</td>
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<td>Apr 21-23</td>
<td>14 Ethics and Effectiveness (Quiz 4, April 22, 11-13)</td>
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<tr>
<td>May 1</td>
<td>Final Analysis Due by 11:55 PM</td>
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Please use laptops, phones, tablets, and so on only for class-related work, such as reading online documents related to this class or taking notes. You should 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), you should not attend 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 specialized technologies, please see me so that arrangements can be made.