LDST 300: Theories and Models of Leadership

Fall 2018

“It is theory which decides what can be observed”
–Einstein, 1926

COURSE TIME AND LOCATION: Mon, Wed 10:30-11:45, Jepson 108
CLASS WEBSITE: https://blackboard.richmond.edu

INSTRUCTOR: Dr. Chris von Rueden
EMAIL: cvonrued@richmond.edu
OFFICE: Jepson 235
OFFICE HOURS: Wed 3:00pm-5:00pm & by appointment

Course Description:
This course builds on LDST 102, which approaches leadership from the perspective of the social sciences (e.g. psychology, economics, anthropology). Relative to non-science, science stresses data collection for generating knowledge, but scientists also rely on theory to guide them in collecting and interpreting data. Knowledge progresses by creating, refining, and/or discarding theories, based on available data. This course takes the scientific side of leadership studies seriously, for it reviews the many and varied conceptual frameworks that theorists (primarily psychologists) have developed in the past 50 years in their scientific studies of leadership. We will need to be selective, given the number of theories that have been examined by researchers, but we will cover those that are best known. We'll spend the first few weeks of the course getting oriented. That will require spending some time discussing the nature and role of theories and models in scientific research, in general. Then we will investigate leadership theories, one by one, evaluating them in terms of their scientific merit. By the end of the course, we will develop a general "taxonomy" of leadership theories.

Readings:
The readings for this course consist primarily of empirical social science articles (see Reading List below). All of the readings will be available online or through BlackBoard.
How you will be graded:

1. Reaction Papers (15% of grade)

   You need to write a reaction to 15 readings throughout the semester. Reaction papers will be graded on a check, check minus basis. You will receive a check if you include the following: (1) 2-3 questions you have about the reading, (2) comparison to our other readings, and (3) comparison to a leader (real or fictional) or to a personal anecdote. Reaction papers that do not include these components will receive a check minus. Reaction papers should be submitted on Blackboard, before the class during which we’ll discuss the particular reading. Each reaction paper should be roughly a page in length (typed, double spaced, 12-point font). You must include your name and the title of the reading and use staples if you are turning in more than one page. It is up to you to decide for which of the readings you will turn in reaction papers (except when you are assigned to present on the reading- see next section). These papers do not need to be time-consuming; I am not grading you on grammar and you may write them in note-form.

2. Discussion (15% of grade)

   The format of the class combines lecture with group discussion of the readings. I will identify the main points of the reading, in part by calling on you all (so come to class with questions and prepared to discuss even if you didn’t complete a reaction paper!). Many of the articles we read describe statistical results that I will help you interpret, but you should be able to understand the main points of the readings regardless of your statistical competence. Then one student will present their reaction paper to the class (~5 minutes). During your presentation, you should read your questions to the class to solicit their answers, in addition to sharing the other components of your reaction paper. Each student will present once during the course, according to your assigned number (see reading list below). You can contact me before you are due to present if you want guidance, but remember neither your reaction papers nor your presentations on them require you to accurately summarize the readings. So don’t feel like you need to be an expert. Extra credit: presenters can craft a haiku about the reading to read to the class.

   All students are expected to discuss each reading, whether you present or not. I will not grade the presentations separately from the grades I give to the reaction papers. Your general contribution to discussion and your attendance/lateness will comprise your discussion grade. I ask that you not leave during class-time unless you are in physical discomfort. Use the bathrooms before you arrive to class.

3. Midterm Exam (20% of grade)

   The midterm exam will consist of multiple choice and short answer questions having you compare and contrast material we’ve read and discussed.
4. Final Paper (25% of grade)

Over the semester, you will work in groups of three to complete an assessment of a student organization on campus. In consultation with me, you will choose an organization (e.g. academic club, music group, sorority, athletic team, study group, etc.), which you will observe over the course of three or more practices or meetings. As a class, we will discuss methods of observing and interviewing people. We will also discuss the process of getting consent for your research from the organization you study. Based on your observations, you will write a paper with your group members that tests a theory of leadership discussed in class. The paper must cite class readings and at least 2 additional readings. Your paper’s thesis will be either a defense or criticism of the theory you are testing. And over the course of your paper, you must defend your thesis based on observations or interviews of your chosen organization. The best papers will also consider alternative arguments (e.g. predictions derived from other theories), and then show why the evidence for your thesis is more persuasive. I will use the following criteria to grade the paper: (a) clear and interesting thesis; (b) appropriate methods; (c) logical and well-organized defense of the thesis, based on (d) careful interpretation of own research; and (e) accurate use and proper citing of sources.

The paper should include a minimum of 10 pages (double spaced, 12-point font) and structured into four sections: (1) Introduction, in which you present your thesis and discuss prior research relevant to your thesis; (2) Methods, in which you describe how you observed your organization; (3) Results, in which you describe what you found; (4) Discussion, in which you evaluate your thesis in light of your findings, and tie your findings back to prior research; (5) References, in which you list your cited articles. Wikipedia and non-scholarly websites are not valid bibliographic sources for papers written in this class. Further details about the final paper will be provided in class.

5. Final Exam (25% of grade)

The final exam will consist of multiple choice and short answer questions having you compare and contrast positions taken by authors we’ve read and discussed. The final exam is cumulative but will emphasize the latter half of the course.

Notes:

1. 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. registrar.richmond.edu/services/policies/academic-credit.html

2. Students should notify me within the first two weeks of classes if they will need accommodations for religious observance. registrar.richmond.edu/planning/religiousobs.html
3. Students with a Disability Accommodation Notice should contact me as early in the semester as possible to discuss arrangements for completing course assignments and exams. disability.richmond.edu

4. Reaction papers may be turned in late but they will be docked a grade (from a check to a check minus). If the final paper is turned in late, it will be docked 10 percentage points for each day late. I will waive the late penalty only under exceptional circumstances, e.g. a major illness with a doctor’s note, or a family emergency with a note from the Dean. The same requirements apply for rescheduling the midterm or final exam.

5. Students should be aware of University policies on plagiarism. Plagiarism in any form can result in failing the class or even expulsion. See the following link for advice on avoiding plagiarism. http://writing2.richmond.edu/writing/wweb/english/plagiarism.html

6. Be aware of the provisions of the Honor System as you work on assignments (including the reaction papers) and study for the exams: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

7. During class time, no phones are allowed. You may use laptops unless I see you using social media or accessing non-class related materials.

8. If you ever have questions outside of class, I encourage you to drop by my office. Outside of office hours, it is best to set up an appointment via email to ensure I am in my office when you come by. I’m eager to help students but you must take the initiative to meet with me.

Campus Resources:

Academic Skills Center (http://asc.richmond.edu, 289-8626 or 289-8956): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Hours at the Center are: Sunday through Wednesday 3:00-9:00 p.m. and Thursday 3:00-7:00 p.m. On-call tutors are also available.

Career Services (http://careerservices.richmond.edu/ or 289-8547): Can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year.

Counseling and Psychological Services (http://wellness.richmond.edu/offices/caps/ or 289-8119): Assists students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Speech Center (http://speech.richmond.edu or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student
consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

**Writing Center** ([http://writing.richmond.edu](http://writing.richmond.edu) or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

**Boatwright Library Research Librarians** ([http://library.richmond.edu/help/ask/](http://library.richmond.edu/help/ask/) or 289-8876): Research librarians assist students with identifying and locating resources for class assignments, research papers and other course projects. Librarians also provide research support for students and can respond to questions about evaluating and citing sources. Students can email, text or IM or schedule a personal research appointment to meet with a librarian in his/her office on the first floor Research and Collaborative Study area.

### Class Schedule and Reading Assignments

**Aug 27**

- **Introductions**

**Aug 29**

- **A Critique of Reason**

**Sep 3**

- **The Scientific Method**
  - IN-CLASS: Scientific Method Handout

**Sep 5**

- **Gathering Data: Experiment, Observation, and Interview**
  - IN-CLASS: Methods Handout

**Sep 10**

- **Analyzing Data: Statistics**

• IN-CLASS VIDEO: https://www.youtube.com/watch?v=0Rnq1NpHdmw
• IN-CLASS: Statistics Handout

Sep 12 What is Leadership? Do Leaders Matter?

• Rothman, J. (2016, Feb. 29). Shut up and sit down: why the leadership industry rules. The New Yorker:
  http://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession
• Jervis, R. (2013). Do leaders matter and how would we know? Security Studies, 22, 153-179. 1

Sep 17 Leadership Theory: a view from behavioral biology


Sep 19 Leadership Theory: a view from behavioral economics

• Harrell, A. & Simpson, B. (2016). The dynamics of prosocial leadership: power and influence in collective action groups. Social Forces, 94, 1283-1308. 3

Sep 24 Leadership Theory: a view from social psychology


Sep 26 Trait theory: Physical Appearance


Oct 1 Trait theory: Personality (the Big Five)

• Pendleton, D. & Furnham, A. (2012). The impact of personality on leadership. In Leadership: All You Need To Know (pp. 135-154). Springer. 6
Oct 3  Trait theory: Personality (Narcissism)


Oct 8  Trait theory: Intelligence

- Pendleton, D. & Furnham, A. (2012). Do you have to be smart to be a leader? In *Leadership: All You Need To Know* (pp. 118-134). Springer.

Oct 10  MIDTERM

Oct 15  No Class (Fall Study Break)

Oct 17  Transactional vs. Charismatic/Transformational Leadership


Oct 22  Contingency Theory


Oct 24  Conflict and preferences for dominant leaders


Oct 29  Implicit Leadership Theory


Oct 31  Social Identity Theory and Gender

Nov 5  
LMX Theory


Nov 7  
LMX vs. Social Identity Theory


Nov 12  
Legitimacy


Nov 14  
Legitimacy (continued)


Nov 19  
Obedience

• Dolinski et al. (2017). Would you deliver an electric shock in 2015? Obedience in the experimental paradigm developed by Stanley Milgram in the 50 years following the original studies. Social Psychological and Personality Science, 8, 927-933.

Nov 21  
No Class (Thanksgiving)

Nov 26  
Power


Leadership Theory: a view from cultural anthropology


Dec 3  In-Class Presentations
Dec 5  In-Class Presentations
Dec 7  Final Paper due (by 5pm, in my mailbox or under my office door)
Dec 13 Final Exam (9am-12pm)