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

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 coursework 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.
Theories and Models of Leadership

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:

### 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 Theory (e.g., Bass)
- Charisma Theories of Leadership (including Weber)
- Contingency Theories (e.g., Fiedler’s work)
- Power theories (French and Raven, Kipnis, Keltner)
- Cultural theories (House’s GLOBE Theory, Hofstede)
- Exchange theory including Leader-member Exchange Theory (LMX)
- Cognitive theories of leadership, including Implicit Leadership Theory (ILT)
- Social identity theories of leadership
- Theories examining sex differences in leadership (included Eagly’s work)
- Hersey & Blanchard’s Situational Leadership 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.

### 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

We will be using the 3rd edition of the book *The Nature of Leadership*, edited by John Antonakis and David Day to gain a general orientation to each theory. This book provides general summaries of most of the theories we will be examining.

Considerable content, however, will also be drawn from articles published in scholarly journals. (The reading load is relatively heavy). 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. 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.

Cardinal Newman, 1852
Activities, Assignments, Quizzes, Exams...

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

**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.

**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.

**Analysis of a Leader (or two):** This course requires you apply, regularly, the theories and models we are examining to two different leaders—leaders you personally choose to study. One leader is local, the other is a public figure. Details of these assignments will be available in Blackboard.

**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.

**Final Paper:** The course requires a final paper. Details will be provided in Blackboard, but be advised that this paper will require development over the course of the semester, and that you will finalize it 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) 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.

This course deals with complex subjects and is challenging and you should budget your time demands accordingly. Cut off for grades are etched in stone, and based on the following percents.

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<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>99.1 to 100%</td>
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<tr>
<td>A</td>
<td>91 to 99%</td>
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<tr>
<td>A-</td>
<td>90.9 to 90%</td>
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<tr>
<td>B+</td>
<td>89.1 to 89.9%</td>
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<tr>
<td>B</td>
<td>81 to 89%</td>
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<tr>
<td>B-</td>
<td>80 to 80.9%</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
<td>71 to 79%</td>
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<tr>
<td>C-</td>
<td>70 to 70.9%</td>
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<td>D+</td>
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<tr>
<td>D-</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.
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 toward 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).

- 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 class.
- 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
- 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 honor 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 will need accommodations for religious observance. http://registrar.richmond.edu/planning/religiousobs.html
- Trigger Warning: 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, 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. If at any time you are troubled by the content of the course, please contact me.

Please 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.

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), 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 specialized technologies, please see me so that arrangements can be made.

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<thead>
<tr>
<th>Date</th>
<th>Topic and Chapter from Antonakis &amp; Day (2018)</th>
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<tbody>
<tr>
<td>Aug 27-29</td>
<td>1 Introduction</td>
</tr>
<tr>
<td>Sept 3-5</td>
<td>16 Studying Leadership</td>
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<tr>
<td>Sept 10-12</td>
<td>2 Leadership Traits and Attributes</td>
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<td>Sept 17-19</td>
<td>3 Charisma and the “New Leadership”—Antonakis</td>
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<tr>
<td>Sept 24-26</td>
<td>6 Contingencies, Context, Situation, and Leadership—Ayman &amp; Lauritsen</td>
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<td>Oct 1-3</td>
<td>8 Evolutionary, Biological, and Neuroscience Perspectives—van Vugt</td>
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<td>Oct 8</td>
<td>5 Relational Leadership—Epitropaki, Martin, Thomas</td>
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<td>Oct 10</td>
<td>Exam 1</td>
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<td>Oct 15</td>
<td>Fall Break</td>
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<td>Oct 22-24</td>
<td>10 Leadership and Gender—Carli &amp; Eagly</td>
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<td>Oct 29-31</td>
<td>11 Power and Leadership—Sturm &amp; Monzani</td>
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<td>Nov 5-7</td>
<td>12 Leadership and Identity—van Knippenberg</td>
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<td>Nov 12-14</td>
<td>13 Leadership, Culture, and Globalization—Den Hartog &amp; Dickson</td>
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<td>Nov 19-21</td>
<td>14 Leadership Development—Day &amp; Thornton</td>
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<td>Nov 26</td>
<td>Exam 2</td>
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<td>Nov 28</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Dec 3-5</td>
<td>17 Ethics and Effectiveness: The Nature of Good Leadership—Ciulla, Course evaluations, presentations</td>
</tr>
<tr>
<td>Dec 12</td>
<td>Final Paper Due Date</td>
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</tbody>
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This calendar is VERY tentative: Updates and revisions will be posted on Blackboard.