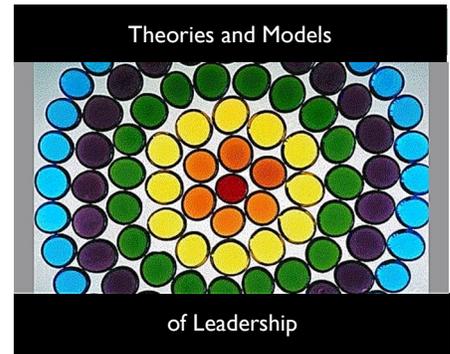


Theories and Models of Leadership



LDST300 Syllabus

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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.

Our motto: There is nothing so practical as a good theory.

— Kurt Lewin, 1951

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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 stress-

es 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.**

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

Teaching and Learning in a “flipped” Course

This course will include both offline and online components, as it is “flipped”: readings and lectures will be posted online, so that F2F class time can be devoted to discussion, small group activities, collective quizzing, and so on. For more information about flipped classrooms visit the Boc Center for Teaching and Learning at Harvard University, <https://bokcenter.harvard.edu/flipped-classrooms>.

Because it is flipped, class time will not be devoted to rehashing topics, lecturing, or reviewing readings. Instead, class sessions will involve a variety of learning activities, including full-class discussion, small group discussions, short presentations, group-level quizzing and worksheets, self-reflection, shared writing, think-pair-share activities, and so on. Also, questionnaires that measure aspects of your personalities will be administered and discussed and you will be

asked to study your own behavior and the behaviors you observe. In most cases I will describe the goals of the particular exercise in detail before you begin.

I have developed extra resources to support this course, including online readings, streaming mini-lectures, detailed PowerPoints for each topic, and supplemental video clips. The materials should be reviewed prior to our f2f class sessions, when it is convenient for you.

To eliminate uncertainty about what we will be doing each week, I have designed the course as a series of modules that provide multiple avenues for you to engage with course materials. Within any module you can complete the activities in any order you prefer, at your own pace. The materials can be accessed in our course’s Blackboard area.

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 but also theories that focus specifically on leadership processes.

Recognizing that we cannot possibly review all the theories examining leadership, we will narrow our focus by considering the “classic” theories that have been identified by the Jepson faculty as the most essential theories that any expert in leadership should be familiar with. These theories include:

- Theories that compare directive, centralized

- leadership to shared leadership
- Behavioral theories (e.g., task- vs. relationship-oriented styles of leadership)
- Contingency theories that consider the impact of the situation on leaders and their effectiveness (e.g., Fiedler’s work, Hersey & Blanchard’s Situational Theory)
- Trait approaches to leadership, including basic personality traits and “dark” qualities
- Social perception and cognitive theories of leadership, including Implicit Leadership Theory (ILT)
- Theories that seek to explain biases in leadership emergence and perceived effectiveness (e.g., Eagly’s role incongruity theory)
- Theories that explore the relationships among leaders’ sense of self, their identities, and their social identities
- Theories that are based on principles derived from psychodynamic approaches (e.g., Terror Management

Theory)

- Charisma theories of leadership (e.g., Weber’s tripartite model)
- Transformational theories of leadership (e.g., Burn’s transforming theory and Bass’s revision of that theory)
- Theories that examine the relationship between leadership and social power (e.g., French and Raven’s power base theory, approach/inhibition theory)
- Theories that examine the possibility that leadership is an evolved quality in the human species
- Theories that seek to account for variations in leadership across cultures (e.g., House’s GLOBE model)

This 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 equations modeling.

Instructor Information



This course is taught by Donelson R. Forsyth. He is a social and personality psychologist who studies leadership, ethical decision making, 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. Prior to joining the Jepson faculty in 2005, he taught psychology at the University of Florida, the University of Kansas, and Virginia Commonwealth University. He holds the Leo K. and Gaylee Thorsness Chair in Ethical Leadership.

Email: dforsyth@richmond.edu

Office Hours: TTH, 3-4 and online by appointment (schedule at <http://tinyurl.com/dfofficehours>)

Zoom contact: <https://urichmond.zoom.us/my/donelsonforsyth>

Skype: DonelsonForsyth

Profile: <https://>

This course utilizes the Internet for instruction—primarily Blackboard and email. To be fully informed, you will need to read your email daily, and develop skill in using Blackboard to access material.

Course Design: What Will We be Doing Each Week in LDST300?

This is a student-centered class. The readings, quizzes, and lectures can be accessed online, so you can complete them in whatever order you prefer. This flexibility means you can adapt the course to suit your own style. In general, however, it is more advantageous to complete the readings before the class session when we will be examining the specific topic.

Because of the need to cover a substantial number of theories in the limited time we have available, each week we will examine a different theory or set of theories, by reading articles/chapters, completing various activities, discussing key ideas, and applying the theories to a specific case. Each week's activities will vary, but most will include a mix of reading, watching, reflecting, engaging, quizzing, and applying.

Reading: In Blackboard, each week you will read over the learning objectives for that week, and two (sometimes 3) readings on the week's topic. The readings are of two types:

1. **General reading:** I have tried to identify and post in Blackboard relatively compact summaries of each of the theories we will study. I am currently (but slowly) writing a book about leadership theories, so some of the readings will be drafts of the chapters of that book.
2. **Specific reading:** Most weeks you will also be asked to read an article or chapter that examines some specific aspect of the theory we are reviewing. All will be selected because they provide key insights into the theories or provide a test of the theory's assumptions.

Watching: Videos relevant to the week's theory/theories will be posted in Blackboard. They will include brief (I try to keep them to a dozen minutes in length) mini-lectures on the week's topic. In some cases, I won't be able to say all I need to say in just 10 or 12 minutes, and so there may be multiple videos to watch.

Reflecting: Probably the most important learning outcome in this course comes from thinking about, mulling over, and contemplating the implications of each theory. To facilitate this reflection each module will remind you to sit back and think deep thoughts about the course material, and generate at least one question, comment, or insight to share with others in the class.

Engaging: We will engage actively with the material in our F2F sessions, and also through email, zoom sessions (if needed), and other events. Engagement evaluations are based primarily on my observation of your behavior but are structured by the Engagement Inventory developed by [Zimmerman & Martinez-Pons](#).

Quizzing: Every few weeks you will be asked to complete a quiz on the material for that segment, no matter what its source (e.g., lecture, text, video). These quizzes are open-book and will be administered online through Blackboard unless academic integrity issues arise.

Applying: This course requires you apply, regularly, the theories and models we are examining to a leader—someone you can interview during the semester. Details of this assignment will be available in Blackboard, but this project will culminate in a final paper due at the semester's end.

Responsibilities

You are responsible for completing the assigned readings, studying the material, taking the quizzes, completing the assigned activities, logging into Blackboard regularly, and so on. 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.

I am responsible for helping 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. If you have any questions about course material, please email me.

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.

Source	#	Points	Total	% of grade
Quizzes	5	100	500	50%
Final Paper: The Leader Analysis	1	300	300	30%
Engagement, assignments, group quizzes	10	+/- 20	200	20%
Total			1000	100%

This point system is tentative. It may be revised, as needed, to deal with changes during the semester that are not, at this time, anticipated.

Grades and Point Totals		
A+	991	1000
A	911	990
A-	900	910
B+	891	899
B	811	890
B-	800	810
C+	791	799
C	711	790
C-	700	710
D+	691	699
D	611	690
D-	600	610
F	< 600	

Disabilities and Sensitivities

(Note: 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 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 a F2F class session that involved some type of assignment/credit (e.g., group-level quiz), contact me about making up the missed points.
- **Illness: If you are ill please get in touch. Staying healthy is a primary initiative at this time. Stay well.**
- **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>. That is the official rule!
- **Religious Observance:** Students should notify me if they will need accommodations for religious observances. <http://registrar.richmond.edu/planning/religiousobs.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 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 is an honors violation. Saving the tests or questions for use by others is also a 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. Unfortunately, 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 underrepresented-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 you are troubled by the content of the course, please contact me.**

This calendar is tentative		Updates and revisions will be posted on Blackboard. Blackboard dates always take precedent over the dates posted here.
1	Aug 24, 26	(1) Introduction and Overview
2	Aug 31, Sep 2	(2) Critiquing Theories
	Sep 6	Quiz 1 Due
3	Sep 7, 9	(3) Behavioral Theories
4	Sep 14, 16	(4) Contexts and Contingencies
5	Sep 21, 23	(5) Trait Approaches
	Sep 27	Quiz 2 Due
6	Sep 28, 30	(6) Social Perception Theories
7/8	Oct 5, Oct 14	(7) Women, Men, and Leadership
9	Oct 19, 21	(8) Self and Identity
	Oct 25	Quiz 3 Due
10	Oct 26, 28	(9) Psychodynamic Approaches
11	Nov 2, 4	(10) Charisma
12	Nov 9, 11	(11) Transformation and Change
	Nov 15	Quiz 4 Due
13	Nov 16, 18	(12) Power and Influence
14	Nov 23	(13) Adaptation and Evolution
15	Nov 30, Dec 2	(14) Global Leadership
	Dec 7	Quiz 5 Due
	Dec 15	Final Paper Due

- **If you are experiencing a disruptive personal event, including any illness or illness of close associates, do not hesitate to get in touch so we can identify remedies and alternatives.**
- **If you find that you require additional time to complete a module, please get in touch so that we can reset the deadlines.**

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.