

THEORIES AND MODELS OF LEADERSHIP

SPRING 2022

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Introduction

This course considers theories and models of leadership. Together we will explore a range of classic and contemporary approaches to leadership, and their application to understanding leaders, followers, and the situations they encounter.

A calendar listing topics and readings for each day is attached. The assigned books for the course are *Leading Minds* by Howard Gardner and *Blink* by Malcolm Gladwell. Assigned articles and chapters not in these books are available on Blackboard, to be found by checking the Readings for each class on Blackboard.

Course Requirements

1. All students in the course are expected to attend class and to come fully prepared to participate in discussion.
2. Each week you should email me brief – about 150 words – questions or comments on either Tuesday's or Thursday's reading (except for the first and last weeks). All comments are due by noon on the day of the class, and I will respond to them as soon as possible. Please be sure to include in your email a question that you would like us to discuss in class. The syllabus lists whether odd or even-numbered groups should submit an email for each day, and I will let you know whether you are in an odd or even-numbered group during our first week of classes.
3. There will be five groups in all, and each one leads a class session illustrating and assessing recent readings. I will meet with each group to plan that session.
4. There will be an exam on the material from the first part of the course on Thursday, February 24 and an exam on the material from the second part of the course on Thursday, April 21.
5. A 15-page paper developing a theory of leadership, based on the material from the course, is due at 5:00 PM on Friday, April 29. You may do the paper individually or in pairs. Those who do the paper in pairs must submit individual assessments of the relative contributions of the two group members.

Sixty percent of your course grade will be based on your two exam grades (20% each) and your grade on the paper (20%). 15% will be based on your grade for class participation, 15% will be based on your emailed comments, and 10% will be based on your group presentation.

Class Schedule

Tuesday, January 11

Introduction

Thursday, January 13

Freud and George Washington

Freud, S. (1920). Group psychology and the analysis of the ego. In Strachey, J. (ed.), *The Standard edition of the Complete Works of Sigmund Freud, V. 28: Beyond the Pleasure Principle, Group Psychology and other works*. London: Hogarth Press. pp. 65-143. (Blackboard)

Ellis, J.J. (1996). The indispensable man. *The New York Times Book Review*, February 18, 1996. (Blackboard)

Kaufman, M.T. (1998). The swords! That key! Those teeth! *The New York Times*, December 18, 1998. (Blackboard)

Brookhiser, R. (1996). A man on horseback. *Atlantic Monthly*, 227, January, 1996, pp. 50-64. (Blackboard)

Tuesday, January 18 (Odd numbered groups email)

Power

Raven, B. (1965). Social influence and power. In I.D. Steiner & M. Fishbein (eds.) *Current Studies in social psychology*. pp. 371-382. New York: Holt, Rinehart & Winston. (Blackboard)

Magee, J.C., Gruenfeld, D.H., Keltner, D.J., & Galinsky, A.D. (2005) Leadership and the Psychology of Power. In D.M. Messick & R.M. Kramer (Eds.). *The Psychology of Leadership*, Chapter 12, pp. 275-293. (Blackboard)

Galinsky, D.H., Jordon, J., & Sivanathan, N. (2008) Harnessing Power to Capture Leadership. In C.L. Hoyt, G.R. Goethals, & D.R. Forsyth (eds.) *Leadership at the Crossroads, Volume 1, Leadership and Psychology*, pp. 283-299. Westport, CT: Praeger, pp. 283-299. (Blackboard)

Thursday, January 20 (Even numbered groups email)

Communication, Persuasion, and Cognitive Dissonance

Kelman, H. (1958) Compliance, identification, and internalization: three processes of opinion change. *Journal of Conflict Resolution*, 2, 51-60. (Blackboard)

Festinger, L. Riecken, H.W., & Schachter, S. (1956) When prophecy fails. In E.E. Maccoby, T.M. Newcomb, & E.L. Hartley (eds.) *Readings in Social Psychology*, pp. 156-163. New York: Holt, Rinehart, & Winston. (Blackboard)

Olson, J. M. & Haynes, G.A. (2008) In C.L. Hoyt, G.R. Goethals, & D.R. Forsyth (eds.) *Leadership at the Crossroads, Volume 1, Leadership and Psychology*, pp. 283-299. Westport, CT: Praeger, pp. 199-212. (Blackboard)

Tuesday, January 25

Group 1: Illustration and Assessment: Social Influence

Thursday, January 27 (Odd numbered groups email)

Leading Minds

Gardner, H. (1995). *Leading minds: An Anatomy of Leadership*. New York: Basic Books. Chapter 1, Introduction: A cognitive approach to leadership; Chapter 2, Human development and leadership; Chapter 3, The leaders' stories; Chapter 9, Pope John XXIII: Rediscovering the spirit of the church.

Tuesday, February 1

Group 2: Illustration and Assessment: Gardner's Cognitive Theory

Thursday, February 3 (Even numbered groups email)

Interpersonal Behavior and Leadership

Bales, R.F. (1958). Task roles and social roles in problem-solving groups. In Maccoby, E. E., Newcomb, T.M., & Hartley, E.L. (eds.), *Readings in Social Psychology*. New York: Holt, Rinehart, & Winston. pp. 437-447. (Blackboard)

Carson, R.C. (1969). *Interaction Concepts of Personality*. Chicago: Aldine. Pp. 98-103, 107-112. (Blackboard)

Swensen, C.W. (1973). *Introduction to Interpersonal Relations*. Glenview, IL:

Scott, Foresman. Chapter 7, Psychological measurement and interpersonal behavior, pp. 193-207. (Blackboard)

Tuesday, February 8 (Odd numbered groups email)

Personality and Leadership

Chemers, M.M. (1997) *An Integrative Theory of Leadership* Mahwah, NJ: Erlbaum. Chapter 3, The contingency model and its sequelae, pp. 28-43. (Blackboard)

Gardner, H. (1995). *Leading Minds: An Anatomy of Leadership*. New York: Basic Books. Chapter 5, J. Robert Oppenheimer, The teaching of physics, the lessons of politics, pp. 89-109.

Zaccaro, S. J., Gulick, L. M. V. & Khare, V. P. (2008) In C.L. Hoyt, G.R. Goethals, & D.R. Forsyth (eds.) *Leadership at the Crossroads, Volume 1, Leadership and Psychology*, pp. 283-299. Westport, CT: Praeger, pp.13-29. (Blackboard)

Thursday, February 10 (Even numbered groups email)

Intelligence and Leadership

Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice* New York, NY: Basic Books. pp. 3-48. (Blackboard)

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, November-December 1998, pp. 93-102. (Blackboard)

Salovey, P & Grewal, D. (2006). The science of emotional intelligence. *Current directions in psychological science*. 14, 281-285. (Blackboard)

Tuesday, February 15 (Odd numbered groups email)

Charisma and Transformational Leadership

Bass, B.M., & Avolio, B.J. (1993). Transformational leadership: a response to critiques. In Chemers, M.M. & Ayman, R. (eds.), *Leadership theory and research*. San Diego: Academic Press. Chapter 3, pp. 49-80. (Blackboard)

Gardner, H. (1995). *Leading Minds: An Anatomy of Leadership*. New York: Basic Books. Chapter 11, Martin Luther King, Leading in a Rapidly Changing Environment

Riggio, R.E. & Riggio, H. R. (2008). Social Psychology and Charismatic Leadership. In C.L. Hoyt, G.R. Goethals, & D.R. Forsyth (eds.) *Leadership at the Crossroads, Volume 1, Leadership and Psychology*, pp. 283-299. Westport, CT: Praeger, pp.30-44. (Blackboard)

Thursday, February 17 (Even numbered groups email)

Terror Management Theory

Cohen, F., Solomon, S., Maxfield, M., Pyszczynski, T., & Greenberg, J. (2004). Fatal attraction: the effects of mortality salience on evaluations of charismatic, task-oriented, and relationship-oriented leaders. *Psychological Science, 15*, pp. 846-851. (Blackboard)

Landau, M.J., Solomon, S., Greenberg, J., Cohen, F., Pyszczynski, T., Arndt, J., Miller, C.H., Ogilvie, D.M., & Cook, A. (2004). Deliver us from evil: the effects of mortality salience and reminders of 9/11 on support for President George W. Bush. *Personality and Social Psychology Bulletin, 30*, 1136-1150. (Blackboard)

Solomon, S, Greenberg, J., & Pyszczynski, T. (2015) *The Worm at the Core: On the Role of Death in Life*. New York: Random House. Pp. 116-123. (Blackboard)

Tuesday, February 22

Group 3: Illustration and Assessment: The Role of Charisma

Thursday, February 24

Mid-Term Exam

Tuesday, March 1 (Odd numbered groups email)

Unconscious Processing and Social Identity Theory

Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Introduction, The Statue That Didn't Look Right, pp. 3 – 17; One, The Theory of Thin Slices: How A Little Bit of Knowledge Goes A Long Way, pp. 18-47

Hogg, M.A. (2008). Social Identity Theory of Leadership. In C.L. Hoyt, G.R. Goethals, & D.R. Forsyth (eds.) *Leadership at the Crossroads, Volume 1, Leadership and Psychology*, pp. 283-299. Westport, CT: Praeger, pp. 62-77. (Blackboard)

Thursday, March 3 (Even numbered groups email)

Social Cognition and Leadership

Gladwell, M. (2005). *Blink: The Power of Thinking Without Thinking*. Two, The Locked Door: The Secret Life of Snap Decisions, pp. 48-71; Three, The Warren Harding Error: Why We Fall for Tall, Dark, and Handsome Men, pp. 72-98;

Emrich, C.G. (1999). Context Effects in Leadership Perception. *Personality and Social Psychology Bulletin*, 25, pp. 991-1006. (Blackboard)

Spring Break, March 4 - March 14

Tuesday, March 15 (Odd numbered groups email)

Evolution and Leadership

Van Vugt, M. (2006). Evolutionary origins and leadership and followership. *Personality and Social Psychology Review*, 10, pp. 354-371. (Blackboard)

Van Vugt, M., Johnson, D.D. P., Kaiser, R.B., & O’Gorman, R. (2008). Evolution and the Social Psychology of Leadership: The Mismatch Hypothesis. In C.L. Hoyt, G.R. Goethals, & D.R. Forsyth (eds.) *Leadership at the Crossroads, Volume 1, Leadership and Psychology*, 267-289. Westport, CT: Praeger. (Blackboard)

Thursday, March 17 (Even numbered groups email)

Exchange, Justice and Leadership

Hollander, E.P. (1993). Legitimacy, power, and influence: A perspective on relational features of leadership. In Chemers, M.M. & Ayman, R. (eds.), *Leadership theory and research*. San Diego: Academic Press. Chapter 2, pp. 29-48. (Blackboard)

Messick, D.M. (2005). On the psychological exchange between leaders and followers. In D.M. Messick & R.M. Kramer (Eds.). *The Psychology of Leadership*, Chapter 4, pp. 81-96. (Blackboard)

Tyler, T.R. & Lind, E.A. (1992). A relational model of authority in groups.

Advances in Experimental Social Psychology, 25. San Diego: Academic Press. pp. 115-191. (Blackboard)

Tuesday, March 22 (Odd numbered groups email)

Military Leadership

Keegan, J. (1987). *The Mask of Command*. New York: Viking. Introduction, pp. 10-11; Conclusion, pp. 311-351. (Blackboard)

Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books. Chapter 8, George Marshall: The embodiment of the good soldier, pp. 147-164.

Thursday, March 24 (Even numbered groups email)

Gender and Leadership

Eagly, A.H., & Carli, L.L. (2004) Women and men as leaders. In Antonakis, J., Cianciolo, A.T., & Sternberg, R.J. *The Nature of Leadership*, Chapter 12, pp. 279-301. Thousand Oaks: Sage. (Blackboard)

Keating, C.F. & Heltman, K.R. (1994). Dominance and deception in children and adults: are leaders the best misleaders? *Personality and Social Psychology Bulletin*, 20, 312-321. (Blackboard)

Gardner, H. (1995). *Leading minds: An anatomy of leadership*. New York: Basic Books. Chapter 10, Eleanor Roosevelt, Ordinarity and extraordinariness.

Van Vugt, M & Spisak, B.R. (2008) Sex differences in the emergence of leadership during competitions within and between groups. *Psychological Science*, 19, 854-858. (Blackboard)

Tuesday, March 29

Group 4: Illustration and Assessment: Gender and Leadership

Thursday, March 31 (Odd numbered groups email)

Transforming Leadership and Captain Ahab

Burns, J.M. (1978) *Leadership*. New York: Harper & Row. Chapter 1, The power of leadership, pp. 9-28. (Blackboard)

Melville, H. (1851) *Moby-Dick*. Bobbs-Merrill, Inc. Chapter 36, The Quarter Deck, pp. 215-225. (Blackboard)

Warner, N. (2008) Of “Gods and Commodores”: Leadership in Melville’s *Moby-Dick*. In J. Ciulla, *Leadership at the Crossroads, Volume 1, Leadership and the Humanities*, pp. 3-19. ((Blackboard)

Tuesday, April 5 (Even numbered groups email)

Leadership Without Easy Answers

Heifetz, R.A. (1994). *Leadership Without Easy Answers*. Cambridge, Mass: Harvard. Introduction, pp. 1-9; Chapter 1, Values in leadership, pp. 13-27; Chapter 4, Mobilizing adaptive work, pp. 69-100; Chapter 6, On a razor’s edge, pp. 125-149. (Blackboard)

Thursday, April 7 (Odd numbered groups email)

Bad Leadership

Kellerman, B. (2004) *Bad Leadership*. Boston: Harvard Business School Press. Chapter 2, Reasons for Being Bad, pp. 15-27; Chapter 3, Making Meaning of Being Bad, pp. 29-48; Chapter 6, Intemperate, pp. 95-118; Chapter 7, Callous, pp. 119-146; Chapter 8, Corrupt, pp. 147-168. (Blackboard)

Tuesday, April 12

Group 5: Illustration and Assessment: Transforming and Adaptive Leadership, Good and Bad

Thursday, April 14 (Even numbered groups email)

Ensorceling Leadership: The Case of Donald Trump

Goethals, G.R. (2017). Almost “Nothing New Under the Sun”: American politics and the election of Donald Trump. *Leadership, 13*, 413-423. (Blackboard)

Goethals, G. R. (2021). The 2020 Election and Its Aftermath: Love, Lies and Ensorceling Leadership. *Leadership, 17*, 240-250. (Blackboard)

Tuesday, April 19

Review and Integration

Shaara, M. (1974). *The Killer Angels*. New York: Random House. Foreword;
Monday, June 29, 1863, 2. (Blackboard)

Thursday, April 21

Second Half Exam