THEORIES AND MODELS OF LEADERSHIP

LDST 300 - Spring 2024

Course Time: Mon, Wed 10:30-11:45 (Section 1)
Course Location: Jepson Hall 102
Course Website: https://blackboard.richmond.edu

Instructor: Bo Yun Park
Email: bpark@richmond.edu
Office: Jepson Hall 236
Office Hours: Mon 12:00 – 1:30 pm

Course Description

This course will examine theories and models of leadership across different social science disciplines. Expanding on the lessons learned in LDST 102 and other Jepson courses, we will deepen our understanding of what a theory is, how social scientists build theoretical models, and how leadership theories get applied in the world. In doing so, we will engage in theoretical discussions on leadership in various settings, including the corporate world, the political arena, etc. What is leadership? Does leadership matter? How do leaders emerge? What makes a leader effective? How should we analyze the dynamics between the leaders and their followers?

Course Objectives

The main goal of this course is to understand how theories and models of leadership work. The first half of this course will primarily focus on the role of theory and models in the social sciences. We will learn about the different stages of theory-building and theory-testing by exploring both quantitative and qualitative research methods—such as experiments, statistical analysis, computational methods, in-depth interviews, observations, ethnography, etc. The second half of the course will then delve deeper into the different theories found in leadership studies, especially as it relates to leader emergence, leader effectiveness, and leader/follower dynamics. Ultimately, this class will equip you with the theoretical and empirical tools needed to develop and conduct your own empirical research on any topic related to leadership.

Specifically, this course aims to:

1. Think critically about leadership across different settings.
2. Understand what a theory is and how theoretical models get formulated.
3. Explore the different research methods—both quantitative and qualitative.
4. Learn how to build your own theoretical framework and collect your own data.
5. Conduct your own social science research on a topic related to leadership.
6. Consider the different facts of ethics in social science research.
7. Engage social science research in writing.

Course Prerequisites

This course has been designed as an advanced course that builds on LDST 102, delving deeper into the study of leadership from a social science perspective. Intellectual curiosity about the different facets of leadership and the various ways to study them is absolutely essential for the successful completion of this course. This course may be taken either concurrently or after LDST 249.

Reading Requirements

You will not be required to purchase any textbooks for this course. All readings will be made available for download on Blackboard. You will be expected to bring a printed or electronic copy of each reading to class to engage in a lively discussion about the material with your fellow classmates. All assigned readings, as listed on the course schedule, will have to be done prior to coming to class.

Course Assignments

Attendance and participation (15 percent). You are expected to attend every class having done the readings assigned for the day. You will be asked to participate actively in in-class discussions and activities in light of what you have read. You are permitted one unexcused absence throughout the semester, but any additional absences must be notified in advance.

Oral Presentation (20 percent). You will serve as the discussant leader for one of the weeks listed on the course schedule. As discussant leaders, you will be expected to present the main ideas of the readings and engage in a thoughtful analysis of the main themes. Your presentation should be 15 minutes-long and should incorporate discussion points and analytical questions to be shared with your peers. You may choose to draw on a PowerPoint presentation or bring handouts to be distributed in class.

Midterm Paper (30 percent). For your midterm assignment, you will be asked to 1) choose a topic of your own interest related to leadership, and 2) write a research proposal (5 pages, double spaced, 12-point font) in preparation of the research paper you will be submitting at the end of the semester. In this proposal, you would clearly explain what research question you would like to investigate, what data you might use, and what would be the best method to answer your empirical question. You are expected to refer to the social science literature on the topic to identify scholarly debates and tentative hypotheses to test. You are also invited to make use of the technology and digital platforms around you to make preliminary observations about the social patterns you analyze. You are strongly encouraged to come to office hours to discuss your topic and the best approach to take for this assignment. We will also have the opportunity to ask questions and seek advice on your assignment during the paper writing workshop that will take place in class prior to the submission deadline.

Final Paper (35 percent). For your final assignment, you will be asked to submit a research paper (a minimum of 10 pages, double spaced, 12-point font) that presents that main findings from the research you would have conducted in light of the research proposal submitted as your midterm assignment. You will be expected to 1) sharpen your theoretical framework based on the feedback received from your peers and instructor; 2) collect the data you would have identified in your proposal, and 3) analyze your main findings.

Ultimately, the research paper will consist of:

1. Title Page
2. Abstract (150-200 words)
3. Introduction
4. Literature Review
5. Data and Method
6. Findings
7. Discussion
8. Conclusion
9. References

Note: You will have the chance to present your work in progress and get help from your peers and instructor in Week 14. We will also have a paper writing workshop prior to the submission deadline.

Paper Submissions

1. Papers should be submitted as a Word document to bpark@richmond.edu by 11:59 pm on the day the assignment is due.
2. The Word document should be saved and named as follows: [Student Name]_LDST102 Midterm or [Student Name]_LDST102 Final.
3. Make sure to stick to the page limit and include the page numbers on your document.
4. The references, tables, figures, and footnotes/endnotes are not included in the page limit.

Grading

Your final course grade will be calculated by converting each of your assignment letter grades according to the standardized numeric scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.00, C- = 1.7, D = 1.0, F = 0.9) and weighting. The weights are below:

1. Attendance and participation (15 percent of your grade)
2. Oral Presentation (20 percent of your grade)
3. Midterm paper, 5 pages (30 percent of your grade)
4. Final paper, 10 pages (35 percent of your grade)

Your written work will be evaluated based on:

1. Mastery of topic
2. Focus; cogency of argumentation
3. Use of appropriate logic and evidence
4. Clarity and organization in writing
5. Originality

Resources

Writing and Speaking Resources

Students are encouraged to take advantages of the resources made available through the Writing Center and Speech Center while working on course assignments:

- You can make appointments with a consultant at the Writing Center online: https://writing.richmond.edu/appointments/index.html.
- You will also find helpful resources for writing on the Writing Center's website: https://writing.richmond.edu/writing-resources/index.html.
- You can make individual appointments with a consultant at the Speech Center online: https://speech.richmond.edu/appointments/index.html
- You will also find helpful resources about speaking on the Speech Center's website: https://speech.richmond.edu/services/index.html.

Other Resources

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website**.** Email Roger Mancastroppa (rmancast@richmond.edu) and Hope Walton (hwalton@richmond.edu) for coaching appointments in academic and life skills.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and research guides (libguides.richmond.edu). Students can contact an individual librarian(library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or chat (library.richmond.edu/chat.html).

Counseling and Psychological Services (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Course Policies

Academic Integrity and Collaboration

Discussion and the exchange of ideas are vital for any intellectual community. For the oral or written assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics or seek advice from your peers. However, you should ensure that any written work you submit is the result of your own research and writing. You should also adhere to standard citation practices in the discipline by properly citing any written works that you reference in your assignments. You will be expected to pursue yout academic studies with integrity and must follow the Honor Code. The shortened version of the honor pledge is the following: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. This means that no student is to use, rely on or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).

The Honor Code prohibits the use of any unauthorized assistance. For this course, the use of text-generating artificial intelligence tools (such as but not limited to ChatGPT) is considered unauthorized assistance, and using it in connection with any assignment that you submit to me will be considered an Honor Code violation. This includes the use of generative AI for any stage of the work from conception to completion.

Late Policy for Assignments

All assignments are due at 11:59 pm on the designated date.

- One partial grade will be deducted for each 24-hour period that the assignment is late (for instance, an A would be given an A- if turned in 24 hours late; A- would be given a B+ if turned in 48 hours late, etc.)
- Extensions may be requested but only in cases of medical emergency or other extenuating circumstances. All extensions requests should be approved by the instructor 48 hours in advance unless the emergency precludes otherwise.

Religious Observance

If you will need accommodations for religious observance, please make sure to let me know within the first two weeks of classes: registrar.richmond.edu/planning/religiousobs.html.

Course Accessibility

Students with a Disability Accommodation Notice should let me know as early as possible to discuss the necessary arrangements for the successful completion of this course.

The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class:

1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.
2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.[1] Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.[2] Furthermore, both students and faculty who are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).[3] A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.[4] With this in mind, community member at the University of Richmond should aim to address microaggressions in the classroom by holding themselves, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

[1] Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology, 60*(1), 525–548. https://doi.org/10.1146/annurev.psych.60.110707.163651

[2] Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting College Student Development through Collaborative Learning: A Case Study of Hevruta. *About Campus, 15*, 19-25. https://doi.org/10.1002/abc.20044

[3] Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development, 92*(1), 57– 66. https://doi.org/10.1002/j.1556- 6676.2014.00130.x

[4] Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents, 1*(1). http://dx.doi.org/10.3998/currents.17387731.0001.106

Course Schedule

Week 1 – Introduction and Overview

- *January* 17: No required readings.

Week 2 – What is a Theory and What Constitute a Model?

- *January* 22: Tucker, Robert C. [Weber] 1968. "The Theory of Charismatic Leadership." *Daedalus* 97(3):731–56.
- *January* 24: Sutton, Robert and Barry Staw. 1995. "What Theory is Not." *Administrative Science Quarterly* 40 (3): 371-384.

Week 3 – What is Leadership and Does it Matter?

- *January* 29: Ahlquist, John S., and Margaret Levi. 2011. "Leadership: What It Means, What It Does, and What We Want to Know About It." *Annual Review of Political Science* 14(1):1–24.
- *January* 31:   Lewis-Beck, Michael, and Richard Nadeau. 2014. "Between Leadership and Charisma, the Importance of Leaders." in *Personality Politics?* Oxford: Oxford University Press.

Week 4 – Theory Building and Research Design

- *February* 5: Charles C. Ragin and Lisa M. Amoroso. 2011. "What is (and Is Not) Social Research? in *Constructing Social Research: The Unity and Diversity of Method*, Second ed. Thousand Oaks, CA: Pine Forge Press.
- *February* 7: Salganik, Matthew J. 2017. *Bit by Bit: Social Research in the Digital Age*. Illustrated edition. Princeton: Princeton University Press. "Introduction."

Week 5 – Data Collection and Ethics of Social Science Research

- *February* 12: Duncan, Otis Dudley. 1984. *Notes on Social Measurement: Historical and Critical.* New York: Russell Sage Foundation. Chapter 5. "Measurement: The Real Thing." Pp. 157-171.
- *February* 14: Alasuutari, Pertti, Leonard Bickman, and Julia Brannen. 2008. *The SAGE Handbook of Social Research Methods*. SAGE Publications Ltd. "Research Ethics in Social Science." Pp. 95-109.

Week 6 – Theory Testing and Qualitative Research Methods

- *February* 19: Lamont, Michèle, and Ann Swidler. 2014. "Methodological Pluralism and the Possibilities and Limits of Interviewing." *Qualitative Sociology* 37(2):153–71.
- *February* 21: Jerolmack, C., and S. Khan. 2014. "Talk Is Cheap: Ethnography and the Attitudinal Fallacy." *Sociological Methods & Research* 43(2):178–209.
   DiMaggio, P. 2014. "Comment on Jerolmack and Khan, 'Talk Is Cheap':

Ethnography and the Attitudinal Fallacy." *Sociological Methods & Research* 43(2):232–35.

Week 7 – Theory Testing and Quantitative Research Methods

- *February* 26: Pancer, S. Mark, Steven D. Brown, and Cathy Widdis Barr. 1999. "Forming Impressions of Political Leaders: A Cross-National Comparison." *Political Psychology* 20(2):345–68.
- *February* 28: Holian, David B., and Charles Prysby. 2014. "Candidate Character Traits in the 2012 Presidential Election." *Presidential Studies Quarterly* 44(3):484–505.

Week 8 – Theory Testing and Mixed Methods Research

- *March* 4: Timans, Rob, Paul Wouters, and Johan Heilbron. 2019. "Mixed Methods Research: What It Is and What It Could Be." *Theory and Society* 48(2):193–216.
- *March* 6: Stentz, Jane E., Vicki L. Plano Clark, and Gina S. Matkin. 2012. "Applying Mixed Methods to Leadership Research: A Review of Current Practices." *The Leadership Quarterly* 23(6):1173–83.

MIDTERM PAPER DUE ON MARCH 6, 2024

Week 9 – Leader Emergence and Traits Theories

- *March* 18: Holian, David B., and Charles Prysby. 2014. "Candidate Character Traits in the 2012 Presidential Election." *Presidential Studies Quarterly* 44(3):484–505.
- *March* 20: Baggetta, Matthew, Hahrie Han, and Kenneth T. Andrews. 2013. "Leading Associations: How Individual Characteristics and Team Dynamics Generate Committed Leaders." *American Sociological Review* 78(4):544–73.

Week 10 – Leader Effectiveness and Behavioral Theories

- *March* 25: Simonton, Dean Keith. 1987. *Why Presidents Succeed: A Political Psychology of Leadership*. First Edition edition. New Haven: Yale University Press.
- *March* 27: Kamarck, Elaine C. 2016. *Why Presidents Fail And How They Can Succeed Again.* Brookings Institution Press.

Week 11 –Contingency and Situational Theories of Leadership

- *April* 1: Fiedler, Fred. 2005. "Contingency Theory of Leadership." in *Essential theories of motivation and leadership. Organizational behavior I.*
- *April* 3: Thompson, Geir, and Robert P. Vecchio. 2009. "Situational Leadership Theory: A Test of Three Versions." *The Leadership Quarterly* 20(5):837–48.

Week 12 – Power and Influence Theories of Leadership

- *April* 8: Lukes, Steven. 2004. *Power: A Radical View.* 2nd ed. Houndmills, Basingstoke, Hampshire : New York: Palgrave Macmillan. "Chapter 3: Three Dimensional Power."
- *April* 10: Reed, Isaac Ariail. 2013. "Power: Relational, Discursive, and Performative Dimensions." *Sociological Theory* 31(3):193–218.

Week 13 – Relationship Theories and Leader/Follower Dynamics

- *April* 15: Barberá, Pablo, Andreu Casas, Jonathan Nagler, Patrick J. Egan, Richard Bonneau, John T. Jost, and Joshua A. Tucker. 2019. "Who Leads? Who Follows? Measuring Issue Attention and Agenda Setting by Legislators and the Mass Public Using Social Media Data." *American Political Science Review* 113(4):883 901.
- *April* 17: Hinojosa, Amanda S., Kelly Davis McCauley, Brandon Randolph-Seng, and William L. Gardner. 2014. "Leader and Follower Attachment Styles: Implications for Authentic Leader–Follower Relationships." *The Leadership Quarterly* 25(3):595–610.

Week 14 – Student Presentations and Final Remarks

- *April* 22: Research Paper Workshop
- *April* 24: Research Paper Workshop and Final Remarks

FINAL PAPER DUE ON MAY 1, 2024