

LDST 300: Theories and Models of Leadership

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University of Richmond

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Section 1: Jepson Hall 102

Tu/Th 12:00 - 1:15 PM

Section 2: Jepson Hall 102

Tu/Th 1:30 - 2:45 PM

Office Hours: We 3:00 - 5:00 PM and by appointment

Office: Jepson Hall 233

Course Description

In theory, there is no difference between theory and practice. But in practice, there is.

Attributed to various sources.

The study of leadership often focuses on individuals such as visionaries, decision-makers, and strategists. However, leadership is also shaped by broader patterns that influence how individuals lead and how groups respond. This class will provide students with the tools to analyze and interpret these dynamics, offering insights into why certain approaches succeed in one context but fail in another. This course will explore key theoretical perspectives on leadership, ranging from trait theories to contingency models. This course will examine how these frameworks illuminate the interplay between leaders, followers, and the environments in which they operate. By engaging with diverse case studies—from corporate boardrooms to social movements and global politics—we will critically assess the strengths and limitations of different theories. Ultimately, this course aims to equip students with the intellectual tools to better understand leadership as a multifaceted phenomenon and to apply these insights to real-world challenges.

Course-Specific Goals

- Students will develop a comprehensive understanding of foundational theories and models of leadership, including their historical development and practical applications.

- Students will analyze and evaluate the dynamics of group behavior, motivation, leader behavior, and work teams using relevant theoretical frameworks.
- Students will gain familiarity with scientific approaches to studying leadership, including inference, rudimentary data collection, and the ethical considerations of research.
- Students will learn to critically examine existing leadership theories through the design and implementation of their own research project.
- Students will apply theoretical concepts to diverse real-world scenarios, enhancing their ability to lead and collaborate effectively in various organizational and social settings.

General Education Learning Outcomes (Social Inquiry)

- Students will demonstrate knowledge of theories and/or patterns of human behavior appropriate to the discipline.
- Students will demonstrate the ability to use appropriate methods to analyze human behavior.
- Students will assess the limitations of the theories, explanations, and methods they study.

My Teaching Philosophy

When teaching in the undergraduate classroom, I proceed with three overarching goals in mind. The first and most fundamental is to cultivate a life-long passion for learning in my students. My philosophy is that a great teacher lights a spark of curiosity that is innate to all human beings. The second objective of my approach to undergraduate teaching is to give students the tools and cognitive habits that allow them to critically evaluate arguments and consider alternative explanations to claims they encounter. Finally, I seek to equip students with an ability to articulate their own ideas in clear language, whether spoken or written. Together, these principles coalesce to prepare my students for a life of curiosity, respectful yet critical appraisal of differing views, and a measure of comfort with sharing and defending their own ideas.

Course Materials

The main textbook for this class is available online as a free PDF:

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson.

I will make the remaining course materials available on the course website.

Assignments and Grading

Reading Quizzes (10%)

Before every class, students will complete an online reading quiz on the course website. The quiz will pose several rudimentary questions that will be closely related to the readings assigned for a given class session. The questions will probe students' understanding of the main arguments, facts, and conclusions encountered in the materials. Most students should find the questions easy as long as they complete the assigned readings on time. The goal of these quizzes is to ensure that students read attentively. Questions will become available at the end of previous class and close five minutes before the class session for which readings were assigned. Students will have ten minutes to complete a quiz in one attempt but they can finish it at any point between two class sessions. The lowest quiz score will be dropped and students' overall quiz grade will be an average of the remaining quizzes. Because the lowest score will be dropped, there will be no make-ups for missed quizzes, even for excused absences.

Participation (5%)

Active participation in class and regular engagement with the presented material is crucial for effective learning. Contributing to classroom conversation, asking questions, and attending office hours outside of class all count as forms of participation. In addition, students may email me a substantial paragraph (200 words minimum) with their original thoughts on the day's readings. In order to count as participation however, this email has to arrive in my inbox *before* the start of class. I will make regular notes regarding each student's participation throughout the semester. Participation will be graded on a simple scale: excellent (3/3), satisfactory (2/3), unsatisfactory (1/3), and absent (0/3). Excellent participation is achieved by participating at least once a week in any of the forms mentioned above. Satisfactory participation is achieved by participating at least once every two weeks. Students that earn the unsatisfactory participation grade participate only a few times during the entire semester. Students that do not attend class or never participate receive a participation score of 0. Unauthorized use of a phone will result in a deduction from the offending student's participation grade. It goes without saying that students who fail to attend class regularly will find it difficult to earn a satisfactory participation grade.

Research Article Presentation (10%)

Starting in week 5, each class session will feature a short presentation (10–15 minutes) on a relevant research article. Presentations will be prepared and delivered by a team of two students and should provide an in-depth analysis of the article's main research question, argument, data, methods, and findings. Presenters are expected to approach the task critically, offering both a description and a critique of the article's theoretical and methodological framework. While slides or handouts are not mandatory, they are strongly recommended to enhance the presentation and engage the audience. Students will be evaluated on both the substance of their analysis and the quality of their delivery. I will circulate a sign up sheet and a detailed rubric ahead of time so that each team of presenters has several weeks to prepare.

Midterm Exam (25%)

Students will complete one midterm exam on March 6. The exam will draw from the assigned readings, lectures, and class discussions through week 7. The exam will be a mixture of multiple-choice questions (four answer options, one correct answer), short-answer questions, and a short essay. Students will have the entire class period (75 minutes) to write the exam. The exam will be closed-book.

Final Exam (25%)

Students will complete one final exam on April 24. The exam will draw from the assigned readings, lectures, and class discussions from weeks 10-14. The exam will be a mixture of multiple-choice questions (four answer options, one correct answer), short-answer questions, and a short essay. Students will have 75 minutes to write the exam. The exam will be closed-book.

Preliminary Research Protocol (5%)

To prepare for original data collection, students will develop a preliminary research protocol. This protocol should identify one or more theories of interest, outline their observable implications, and describe the data collection procedures to be used. I will provide a brief document detailing the expected content for the reports along with a grading rubric several weeks before the protocol is due.

Research Report (20%)

Students will conclude the course by writing a research report that will critically examine at least one of the theories discussed in class. This report will incorporate original data collected specifically for this class. As with the remaining assignments, I will provide a brief document outlining the expected content for the reports and a grading rubric in advance. The resulting report must be between eight and ten double-spaced pages in length, *excluding* the reference list. It should have margins of no more than 1 inch, use a font size no larger than 12, and properly cite sources using either in-text citations or footnotes. A complete reference list must be included at the end of the report but will not count toward the page limit. Students are encouraged to consult me for feedback on a rough draft of their report, provided they submit it at least seven days before the deadline. Due to my own workload and time constraints, I can only review one draft per student.

Extra Credit

Students who wish to receive extra credit may submit a three-page (double-spaced) analysis of a film that depicts leadership in action. The analysis should critically apply a theoretical perspective discussed in class to evaluate a key leadership decision, challenge, strategy, etc. portrayed in the film. Students should explain why the chosen theory is particularly suited to analyzing the leader's actions and outcomes. The analysis will be graded on a scale of 1 to 5 points, which students may add to any graded assignment of their choice (midterm exam, final exam, research presentation, preliminary research protocol, or final research report).

Extra-credit papers must be submitted via email by the last day of class, along with a clear indication of which assignment the credit should be applied to. The use of AI for any aspect of the assignment is strictly prohibited, including drafting, editing, or summarizing content. All submissions will be run through AI detection software to ensure originality. Students may not analyze films that are assigned as part of this class.

Letter grades for student performance will be assigned based on the following percentages:

Grade	Range	Grade	Range	Grade	Range
A	94-100	B-	81-83	D+	68-70
A-	91-93	C+	78-80	D	64-67
B+	88-90	C	74-77	D-	61-63
B	84-87	C-	71-73	F	0-60

Important Dates

1. **Midterm Exam:** March 6
2. **Preliminary Research Protocol due date:** April 13
3. **Final Exam:** April 24
4. **Research Report due date:** May 2

Course Policies

Attendance Policy

Attendance is both expected and absolutely crucial for student success in this course. Many of the assignments (particularly the midterm and final exams) will be partially based on lectures and in-class discussions and students will miss important information if they choose not to attend regularly. It will be hard for students who do not come to class to pass the course. Students can expect me to be prepared and organized, and to deliver lectures and answer questions. In turn, I expect students to have read *all* of the assigned readings and to come with questions and requests for clarification.

During Class

Because a number of recent studies (e.g., [this one](#)) suggest that the use of laptops in classrooms is negatively correlated with student learning, students may not use computers while in class (except in cases of documented disability). Phones are prohibited unless explicitly permitted for class activities. Tablets are allowed only if used exclusively for note-taking. Eating and drinking

are allowed in class but students are asked to ensure that it does not interfere with their learning or the class in general. Students should try not to eat their lunch in class as classes are typically active and require full attention.

Re-grading

I will do my best to grade papers and exams fairly, accurately, and quickly. However, mistakes can occur. If students have a concern about their grade, they can write a description of the mistake as they see it and send it to me within one week of receiving their grade. Please note that the entire exam or paper will be re-graded, and it is thus possible that students' final grade will go up or down.

Make-Up Exams and Late Assignments

The exams must be taken when scheduled except for the following reasons:

- documented attendance at a university-sanctioned event
- death in the family
- observation of a religious holiday
- illness or injury

If an exam is missed due to an *excused* absence, a make-up exam will be scheduled in consultation with me. It is the student's responsibility to initiate this process and to provide the necessary documentation. Exams missed due to an *unexcused* absence will receive a grade of 0 and cannot be made up. Unexcused late assignments will be penalized by a full letter grade for each 24-hour period by which the assignment is late.

Emails

The classroom is the best place to raise questions that are relevant to every student in the class. Office hours should be dedicated to discussing deeper questions related to class material as well as assignments. While I welcome communication via email, students should be sure to exhaust all other sources (especially the syllabus) that might help answer their questions and consider direct emails as a last resort. Students should include the title of the class in the subject line when writing an email.

Academic Integrity

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." Integrity is expected of every student in all academic work. Plagiarism, which means intentionally or knowingly representing the words or ideas of another as one's own, is a serious and egregious violation and the perpetrator will be subject to any one or a combination of the following sections: report to the Honor Council, loss of credit for the work involved; reduction in grade; or a failing grade in the course.

Visit studentdevelopment.richmond.edu/student-handbook/honor/pdfs/statutes.pdf for more information.

Generative Artificial Intelligence (AI) Policy

Generative artificial intelligence (AI) refers to rapidly evolving tools capable of producing text, images, and other media. While these tools, such as ChatGPT, may be appealing, they are not infallible sources of truth and should be approached with skepticism. Assessing their output effectively requires strong reading, writing, and critical thinking skills—abilities that this course is designed to cultivate and enhance. Consequently, the use of generative AI for any assignments completed and submitted for this course is strictly prohibited and will be considered a violation of the Honor Code. The sole exception to this policy is the use of AI for formatting lists of references.

Religious Observance

Students should notify me within the first two weeks of classes if they will need accommodations for religious observance. Visit registrar.richmond.edu/services/policies/religious-observances.html for more information.

Disability Accommodations

Students with a Disability Accommodation Notice should let me know as soon as possible so that we may discuss arrangements for assignments and participation. Visit disability.richmond.edu for more information.

Additional Academic Support

Academic Skills Center

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. Visit asc.richmond.edu for more information.

Boatwright Library Research Librarians

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. 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). Visit library.richmond.edu/help/ask for more information.

Career Services

Career Services 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. Visit careerservices.richmond.edu for more information.

Counseling and Psychological Services

Students may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Counseling and Psychological Services 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. Visit caps.richmond.edu for more information.

Quantitative Resource Center

The Quantitative Resource Center provides services related to quantitative and computational learning across the curriculum through tutoring, consultation, and training. The Center offers individual tutoring, drop-in tutoring, workshop sessions, as well as statistical consulting. Visit provost.richmond.edu/academic-initiatives/qrc.html for more information.

Speech Center

The Speech Center 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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs. Visit speech.richmond.edu for more information.

Writing Center

The Writing Center 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. Visit writing.richmond.edu for more information.

Course Schedule

Week 1 (January 14 & 16): Introduction

TUESDAY: Introduction to the Course and Syllabus

- familiarize yourself with the syllabus

THURSDAY: Leadership Theories vs. Leadership Approaches

- Northouse, Peter G. 2025. *Introduction to Leadership*. Thousand Oaks, CA: Sage Publishing. **Chapter 1**.

Week 2 (January 21 & January 23): Theories and Models

TUESDAY: What Are Theories and Models?

- Forsyth, Donelson R. 2016. "The Nature and Function of Theories in the Study of Leadership." University of Richmond.
- *Students will be assigned to read one of the following (not both!):*
- Barceló, Juan. 2018. "Are Western-Educated Leaders Less Prone to Initiate Militarized Disputes?" *British Journal of Political Science*, 50(2): 535-566.
- Dafoe, Allan & Devin Caughey. 2016. "Honor and War: Southern US Presidents and the Effects of Concern for Reputation." *World Politics*, 68(2): 341-381.

THURSDAY: Causal Inference

- King, Gary, Robert O. Keohane & Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press. **Chapter 3**.

Week 3 (January 28 & 30): Data Collection & Ethics

TUESDAY: Collecting Data

- Kapiszewski, Diana, Lauren MacLean & Benjamin L. Read. 2015. *Field Research in Political Science; Practices and Principles*. New York, NY: Cambridge University Press. **Chapter 6**.

THURSDAY: Ethics in Social Science Research

- Bryman, Alan. 2012. *Social Research Methods*. New York, NY: Oxford University Press. **Chapter 6**.

Week 4 (February 4 & 6): The Individual

TUESDAY: Personality Frameworks

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 168-186.
- “The Big Five Personality Traits.” [YouTube video](#).

THURSDAY: Personality and Situations

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 187-199.
- “Situational approach.” [YouTube video](#).

Week 5 (February 11 & 13): Theories of Motivation

TUESDAY: Classic Theories of Motivation

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 234-242.

THURSDAY: Contemporary Theories of Motivation

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 242-267.

Week 6 (February 18 & 20): Foundations of Group Behavior

TUESDAY: Group Definition and Classification

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 300-306.

THURSDAY: Group Decision Making

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 306-329.

Week 7 (February 25 & 27): Leader Theories I

TUESDAY: Trait Theories

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 396-402.
- Wyatt, Madeleine & Jo Silvester. 2018. “Do voters get it right? A test of the ascription-actuality trait theory of leadership with political elites.” *The Leadership Quarterly*, 29(5): 609-621.

THURSDAY: Behavioral Theories

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 402-404.
- “Ohio State Leadership Studies.” [YouTube video](#).

Week 8 (March 4 & 6): Midterm Review and Exam

TUESDAY: Midterm Exam Review

We will review concepts introduced in the first half of the course and thus facilitate preparation for the midterm exam. Students should come with questions and requests for clarification.

THURSDAY: Midterm Exam

Week 9 (March 11 & 13): Spring Break

Week 10 (March 18 & 20): Leader Theories II

TUESDAY: Contingency Theories

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 404-409.
- Gelfand, Michele J. & Rebecca Lorente. 2021. “Threat, Tightness, and the Evolutionary Appeal of Populist Leaders.” In Joseph P. Forgas, William D. Crano & Klaus Fiedler, eds. *The Psychology of Populism*. Milton Park, U.K.: Routledge, pp. 276-294.

THURSDAY: Transactional vs. Transformational Leadership

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 414-418.
- Bass, Bernard M. 1990. “From Transactional to Transformational Leadership: Learning to Share the Vision.” *Organizational Dynamics*, 18(3): 19-31.

Week 11 (March 25 & 27): Leader Case Studies

TUESDAY: Patrice Lumumba

- Meredith, Martin. 2011. *The State of Africa*. London, UK: Simon & Schuster. **Chapter 6**.
- “Lumumba.” [Movie \(YouTube\)](#).

THURSDAY: Margaret Thatcher

- King, Anthony. 2002. “The Outsider as Political Leader: The Case of Margaret Thatcher.” *British Journal of Political Science*, 32(3): 435-454.
- “The Iron Lady.” [Movie \(YouTube\)](#).

Week 11 (April 1 & 3): Crisis Leadership

TUESDAY: The Cuban Missile Crisis: Background

- Hershberg, James. 2010. “The Cuban missile crisis.” In Melvyn P. Leffler & Odd Arne Westad, eds. *The Cambridge History of the Cold War*. Volume 2. New York, NY: Cambridge University Press, pp. 65-87.
- “Thirteen Days.” [Movie \(YouTube\)](#) (optional).

THURSDAY: The Cuban Missile Crisis: Conceptual Models

- Mansfield, Don L. & Gary J. Buckley. 1985. *Conflict in American Foreign Policy: The Issues Debated*. Hoboken, NJ: Prentice-Hall, pp. 201-236.

Week 13 (April 8 & 10): Organizational Culture

TUESDAY: What Is Organizational Culture?

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 546-587.

THURSDAY: Research Project Workshop

- Booth, Wayne C., Gregory G. Colomb & Joseph M. Williams. 2024. *The Craft of Research*. Chicago, IL: The University of Chicago Press, pp. 31-50.

Week 14 (April 15 & 17): Negotiation

TUESDAY: Negotiation: The Core Concepts

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 491-511.

THURSDAY: Negotiation in Action: The Cuban Missile Crisis Revisited

- Shonk, Katie. “**In Group Negotiation, Avoid a Turf Battle.**” *Program on Negotiation at Harvard Law School*, October 15, 2020.
- “The Cuban Missile Crisis: Dangerous days.” **Podcast**.

Week 15 (April 22 & 24): Final Review and Exam

TUESDAY: Final Exam Review

We will review concepts introduced in the second half of the course and thus facilitate preparation for the final exam. Students should come with questions and requests for clarification.

THURSDAY: Final Exam