THEORIES AND MODELS OF LEADERSHIP  
LDST 300 - Syllabus – Spring 2012  
Instructor: Gill Robinson Hickman, Ph.D.

Contact Information  
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Office Hours: Tuesdays 4-5 pm and Thursdays 3-4 p.m.; and by appointment, JH 128  
Class Hours: 12:00-1:15 pm (JH –107)

DESCRIPTION  
This course examines both classic and contemporary theories and models of leadership. Students will analyze various concepts, methods, strengths, and weaknesses of leadership theories. Students will connect theory and practice in actual leadership settings.

GOALS:  
- To understand and analyze core theories and models of leadership studies, and their strengths and weaknesses;  
- To understand methods of studying and researching leadership; and  
- To examine how theory can be used in practice.

SPECIAL FOCUS: Democratic Leadership and Democratic Organizations

REQUIRED TEXTS AND READINGS  
Books  
Course Pack - Theories and Models of Leadership: LDST 300. (Referred to hereafter as CP). Available in UR Bookstore

Blackboard  
A few articles will be placed on Blackboard. (Referred to hereafter as BB)  
Note: The instructor’s lecture notes on all topics in the syllabus are posted on Blackboard under Course Information.


GRADING  
Your final grade will be determined as follows:  
20% Comprehension Essay 1 (Individual assignment - Equivalent to Midterm Exam)  
25% Comprehensive Essay 2 (Individual assignment - Equivalent to Final Exam)  
15% Research Paper (Group Assignment)  
- Peer Teaching based on research and assigned readings (PowerPoint presentation & application) – Credit  
30% Final Paper – Organizational Leadership Assessment (Group Assignment)  
- Site Visits and Interviews (Organization in the Richmond Metropolitan area)  
- Final oral presentation to members of the host organization – This must be a professional level presentation. Speech Center appointments are required.  
- Peer evaluation - This overall evaluation will impact your grade for the final group project in the following manner: 79-75%, lose 1 grade from the group written paper and oral report; 74-70%, lose 2 grades; 69-65%, lose 3 grades; 64% and below lose all credit for the group project and paper. (Purpose: Accountability and Fairness)  
10% Attendance and Participation

Grading Scale  
A+ 100 B 80 C- 67 F 50  
A 93 B- 77 D+ 65  
A- 90 C+ 75 D 60  
B+ 85 C 70 D- 55
COURSE CONTENT
This course will focus on the theories, concepts, and models below during the semester. We will apply these theories and concepts to a variety of situations and organizations to understand their meaning and usefulness.

- Democratic Leadership and Organizations
- Bureaucratic Leadership and Organizations
- Shared Leadership and Empowerment
- Team leadership and organizations
- Trait Theory
- Behavior (or Style) Theory
- Bad and Toxic Leadership and Followership
- Multiple and Emotional Intelligence
- Contingency theories – Fiedler’s Contingency Theory, Situational Leadership and Path-Goal Theory
- Power and Leadership
- Charismatic Leadership
- Transactional and Transforming Leadership
- Transformational Leadership
- E-leadership and Virtual Teams/Organizations
- Followership
- Servant Leadership
- Leader-Member Exchange (LMX)
- Invisible Leadership
- Gender and Leadership
- Cross-Cultural Leadership

CLASS POLICIES
Attendance and Participation:
- Sign the attendance sheet for each class session. This is my official record of your attendance.
- Please sit with members of your group.
- You are expected to attend all classes.
  - If you need to miss class for personal illness, family emergency, recognized religious observation/holiday, or officially approved University travel (e.g., an athlete’s participation in an “away” game), please notify me by e-mail prior to class. Simply telling the instructor about the absence is not adequate. Unwarranted and excessive absences will affect your grade for attendance and participation.
  - Class participation is a part of your grade. Obviously, you cannot participate if you are not here.
- Your participation in class is essential to the quality of the class and your learning. Participation requires that:
  - You come to class prepared. “Prepared” means you have completed the reading and all other out-of-class assignments such as writing or Internet search.
  - You participate in class discussions.
  - You actively contribute to individual and group activities and writing assignments in class.
- Your attention in class is essential. Turn off computers, cell phones, and all other electronics at the start of class. If you have a verified disability that requires the use of a computer or other electronics, please notify me during the first week of class. Lack of compliance with this policy will affect your grade for attendance and participation.
SERVICES FOR STUDENTS

Office Hours: My office hours are for you. They are listed at the top of the syllabus. Whether you want to follow-up on class discussions, clarify course materials or assignments, or simply want to talk, please feel free to drop in.

Writing Center: The writing center consultants assist UR writers at all levels of experience. They offer skilled and friendly critiques of written work in any major. Ask for writing consultants who are leadership studies majors - Rachel Ehret, Allison Miller, Brittany Mangold, Katie Nunziata, Kylie McCreesh, Randi Mansell, and Madeline Small. Please use these writing consultants for the group research paper and Leadership Assessment final paper. The Writing Center is on the 4th floor of Weinstein Hall. To make an appointment, visit their website: http://writing.richmond.edu (or 289-8263). Make your appointments early and please don’t cancel it!

Speech Center: The Speech Fellow for this course is Lacie Horak (lacie.horak@richmond.edu). Lacie will help with preparation and practice of your group’s oral presentation to the organization that you will study for the Leadership Assessment project. 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. The Speech Center is on the 4th floor of Weinstein Hall. (http://speech.richmond.edu or 289-8814). Make your appointments early and please don’t cancel it!

Academic Skills Center: The academic skills center offers free tutoring in a variety of subjects. Advising in study skills (i.e., test-taking, note-taking, information processing, concentration, etc.), stress management, and time management is also available. The Academic Skills Center is located in the administrative wing of Boatwright Library. Call or visit their web site for more information (289-8626 or http://asc.richmond.edu).

Counseling & Psychological Services (CAPS): The CAPS office offers a wide range of counseling and psychological services to full-time students at the University of Richmond. CAPS is in 201 Richmond Hall. Call or visit their web site for more information (289-8119 or http://caps.richmond.edu).

Disability Services: If you have a verified disability and would like to discuss special academic accommodations, please contact me during the first week of class to arrange accommodations. The main purpose of Disability Services is to make sure students with disabilities have the same chance for success as students who do not have disabilities. The designated disability advisors do this by making sure that students with disabilities are able to access learning material, buildings, services, and programs at the University of Richmond. (http://studentdevelopment.richmond.edu/disability-services/index.html or 289-8032)

Career Development Center: The Career Development Center can assist you in exploring your interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing your first job. We encourage you to schedule an appointment with a career advisor during your first year. The Career Development Center is on the third floor of the Tyler Haynes Commons. (http://cdc.richmond.edu/ or 289-8141)
DUE DATES FOR MAJOR ASSIGNMENTS*

Thursday, February 2 - **Group 1**: Multiple and Emotional Intelligences – Peer Teaching and Theory-Practice Application (Final Research Paper Due: Tuesday, February 14)

Thursday, February 16 - **Group 2**: Power and Influence - Peer Teaching and Theory-Practice Application (Final Research Paper Due – March 1)

Tuesday, February 21 – All Groups – **Begin site visits and interviews** off-campus for Leadership Assessment (February 21-April 12)

Thursday, February 23 - All students - Comprehension Essay 1 Due

Spring Break – Week 9 - March 5 - March 9

Tuesday, March 13 - **Group 3**: E-Leadership and E-Teams (Virtual Team/Virtual Teams) - Peer Teaching and Theory-Practice Application (Research Paper Due – March 27)

Tuesday, March 27 - **Group 4**: Gender and Leadership - Peer Teaching and Theory-Practice Application (Final Research Paper Due – April 10)

Thursday, April 12 – **Complete site visits and interviews** for Leadership Assessment

Thursday, April 19 - All students - Comprehension Essay 2 Due (Last day of class)

Final exam week – All Groups - **Final Written Paper, Oral Presentation, and Peer Evaluations Due**

*Please put the dates that pertain to individual assignments and your group’s assignment on your calendar*
CLASS AND ASSIGNMENT SCHEDULE - LDST 300

INTRODUCTION

Week 1

**Tuesday, January 10**  
Course Introduction  
- Introduction  
- Which topic would you like to examine?  
- Syllabus and Explanation of Assignments

**Thursday, January 12**  
Democratic Leadership in Democratic Organizations  
- Web Assignment - Democratic workplaces  
  o [www.worldblu.com](http://www.worldblu.com) - Visit website and learn how organizations are implementing workplace democracy. See instructions in handout.

Readings:  
- CP: Fenton, Even Big Companies Are Embracing a Democratic Style  
- CP: Seifter & Economy, Overture: The Rules Have Changed (Again)

Week 2  
DEMOCRATIC AND SHARED LEADERSHIP IN ORGANIZATIONS

**Tuesday, January 17**  
Democratic Leadership in Democratic Organizations (continued)  
- Readings:  
  - CP: Gastil, A definition and illustration of democratic leadership  
  - CP: Gratton, What Democracy Means

**Thursday, January 19**  
Bureaucratic versus Shared Leadership: Leadership Processes and Organization Design  
- Readings:  
  - CP: Hickman, Bureaucracy  
  - BB: Anand & Daft, What is the right organization design? (Read excerpt - pp. 309-311)  
  - CP: Pearce, Shared leadership  
  - CP: Empowerment (Offermann)

THE STUDY OF LEADERSHIP: CORE THEORIES AND MODELS

Week 3

**Tuesday, January 24**  
Overview: The Study of Leadership  
- Readings:  
  - Review Readings on Democratic leadership (Previous three classes)

Class Discussion:  
- Leadership theories overview  
- Group research paper  
- How to prepare for peer teaching assignment and paper  
- Meet with your group about the research paper and peer teaching assignments.  
- Develop a group schedule for meetings and site visits – include daytime availability (for site visits & interviews) and evening and weekend times (for group meetings).  

**Guest: Ms. Lucretia McCulley, Director, Outreach Services, Boatwright Library**  
Groups 1 and 2 – Make an appointment with instructor about research paper and peer-teaching

**Thursday, January 26**  
Leader Traits and Neo-Trait Theory  
- Readings:  
  - Text: Northouse - Chapter 2 – Trait Approach  
  - BB: Van Vugt, The Nature in Leadership: Evolutionary, Biological and Social Neuroscience Perspectives
**Week 4**

**Tuesday, January 31**  
**Behavioral (Style) Approach and Bad/Toxic Leadership Behaviors**

- Reading:
  - Text: Northouse, Ch. 4 – Style Approach (also known as, Behavioral Approach)

**Thursday, February 2**  
**Multiple and Emotional Intelligence**

- Readings:
  - CP: Gardner, In a nutshell (from Multiple Intelligences)
  - CP: Goleman, What makes a leader?

Additional reading for Group 1:
- BB: Hur, Optimizing Managerial Effectiveness through Emotional Intelligence  
- BB: Antonakis, et al., Does leadership need emotional intelligence?

**Group 1: Multiple and Emotional Intelligences – Peer Teaching and Theory-Practice Application**  
*(Final Research Paper Due: Tuesday, February 14)*

**Week 5**

**CONTINGENCY SCHOOL**

**Tuesday, February 7**  
**Situational Leadership and Fiedler’s Contingency Theory**

- Reading:
  - Text: Northouse, Ch. 5- Situational Approach; Ch. 6 – Contingency Theory

**Thursday, February 9**  
**Path-Goal Theory**

- Reading:
  - Text: Northouse, Ch. 7- Path-Goal Theory
  - Discussion of Path-Goal Theory

**WEEK 6**

**POWER AND LEADERSHIP**

**Tuesday, February 14**

- **Preparation for Leadership Assessment Assignment (February 21 – April 12).**
  - Distribute and discuss assignment packet
  - Discuss site assignments

**Thursday, February 16**

- Readings:
  - CP: Gaventa, Finding the Spaces for Change: A Power Analysis (pay close attention to discussion of power over, power within, power to, and power with – p. 24)
  - CP: Raven, Power, six bases of
  - CP: Harvey, Power

Additional reading for Group 2:
- CP: Hoyt, Goethals & Riggio, Social influence and persuasion.

**Group 2: Power and Influence - Peer Teaching and Theory-Practice Application (Final Research Paper Due – March 1)**

- Distribute Comprehension Essay 1
### Week 7  
**CHARISMATIC, TRANSFORMING AND TRANSFORMATIONAL**

#### Tuesday, February 21  
**Charismatic Leadership**

- **Reading:**
  - CP: Riggio, Charisma
  - CP: Conger, Charismatic theory
  - CP: Yukl, Consequences of charismatic leadership

- **Begin site visits and interviews off-campus for Leadership Assessment (February 21-April 12).**

- **Groups 3 and 4** – Make an appointment with instructor about research paper and peer-teaching

#### Thursday, February 23  
**Transactional, Transforming, and Transformational Leadership**

- **CP:** Burns, Prologue: The crisis of leadership; and Leadership and followership; and Leadership and Collective Purpose
- **CP:** Bass & Riggio, Transformational Leadership: Introduction

- **Due:** Comprehension Essay 1

### Week 8

#### Tuesday, February 28  
**Critiques of Transforming, Transformational, and Charismatic Leadership**

- **CP:** Bass & Steidlmeier, Ethics, character, and authentic transformational leadership behavior
- **BB:** Ciulla, Ethics and Effectiveness (excepts), pp. 525-529

- **Guest Speaker (Invited) – Dr. Terry Price,** Associate Dean of Academic Affairs and Professor, Jepson School

#### Thursday, March 1  
**Ethical and Effective versus Bad or Toxic Leadership**

- **CP:** Kellerman – Making Meaning of Being Bad, pp. 29-48
- **BB:** Kellerman, Evil
- **CP:** Lipman-Blumen, Toxic Leaders: They’re Plentiful, pp. 3-24
- **BB:** Lipman-Blumen, What are our choices? How can we deal with toxic leaders?

- **Assignment** (Each student) – Bring a newspaper or news magazine article that illustrates the readings. (Place your name on the article and turn it in to the instructor after the discussion).

### Week 9  
**SPRING BREAK**

**Tuesday, March 6 and Thursday, March 8**

### Week 10  
**LEADERSHIP IN TEAMS, VIRTUAL TEAMS AND VIRTUAL ORGANIZATIONS**

#### Tuesday, March 13  
**E-Leadership in Virtual Teams and Organizations**

- **Readings**
  - CP: Kahai, & Avolio, E-leadership
  - CP: Hunsaker & Hunsaker, Virtual Teams: A Leader’s Guide

- **Group 3:** E-Leadership and E-Teams (Virtual Teams/Virtual Organizations) - Peer Teaching and Theory-Practice Application (Research Paper Due – March 27)

#### Thursday, March 15  
**Leadership in Virtual Organizations**

**Guest Speakers (Invited): Mr. Matt Zemon,** CEO (J’94) and **Dr. Kathy Sturgis,** Executive Director, American Leadership School - **American Support** (a virtual company) Website: [www.americansupport.com](http://www.americansupport.com)

### Week 11  
**THE PURPOSE OF LEADERSHIP**

#### Tuesday, March 20  
**The Purpose of Leadership**

- **BB:** Sorenson & Hickman, Unmasking Leadership: Invisible Leadership – You’ll Know It When You Don’t See It
**Thursday, March 22**  
**Followership Theories**

- Readings:
  - CP: Kelley, Followership
  - CP: Greenleaf, The servant as leader
  - Text: Northouse, Ch. 8 – Leader-Member Exchange

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**Week 12**  
**GENDER AND LEADERSHIP**

**Tuesday, March 27**  
**Gender and Leadership**

- Reading:
  - Text: Northouse, Ch. 13 – Women and Leadership
  - CP: Eagly & Carli – Women and the Labyrinth of Leadership
  - CP: Park, Androgynous Leadership Style: An Integration rather than a Polarization

**Group 4: Gender and Leadership - Peer Teaching and Theory-Practice Application (Final Research Paper Due – April 10)**

**Thursday, March 29**  
**Gender and Political Leadership**

- Readings:
  - BB: O’Connor & Yanus, Women and political leadership.
  - CP: Gillett, Gender and authority

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**Week 13**  
**CROSS-CULTURAL LEADERSHIP**

**Tuesday, April 3**  
**Cross-Cultural Leadership**

- Reading:
  - Text: Northouse, Ch. 14 – Culture and Leadership
  - CP: Chrobot-Mason, et al, Illuminating a cross-cultural leadership challenge: when identity groups collide

**Additional reading for Group 5:**
- BB: Chen, Tjosvold, & Su, Goal Interdependence for Working Across Cultural Boundaries: Chinese Employees With Foreign Managers

**Reminder** - *Arrange dates and times for presentations to organizations during first week of finals*

**Thursday, April 5**  
**Cross-Cultural Leadership in Business**

**Guest Speaker: Dr. Thomas Cossé**, Associate Dean for International Business Programs, Professor of Marketing and International Business Studies (Invited)

- Distribute: Comprehension Essay 2

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**Week 14**

**Tuesday, April 10**  
**Cross-Cultural Discussion with International Students**

**Thursday, April 12**  
**Preliminary Leadership Assessment – Informal discussion in-class by each group**

- Complete site visits and interviews for Leadership Assessment

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**Week 15**  
**PREPARATION FOR LEADERSHIP ASSESSMENT PRESENTATIONS AND REPORTS**

**Tuesday, April 17**

- Group work on leadership assessment presentation and report

**Thursday, April 19**

- Group work on leadership assessment presentation and report

- Due: Comprehension Essay 2

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**FINAL PAPER AND ORAL PRESENTATION TO ORGANIZATION (Final Exam Week)**

- During final exam week - Present findings to each organization

- Due: Final Written Paper, Oral Presentation, and Peer Evaluations
EXPLANATION OF ASSIGNMENTS

COMPREHENSION ESSAYS (2 papers) – Individual Assignments
There are two comprehensive essays equivalent to a midterm and final.

Instructions
- Answer (or respond to) each question and each part of the question thoroughly.
- In-text citations - Cite the source of your information whenever you are quote, paraphrase, or summarize an author’s work in the text of your paper. Use the MLA or APA style manual for proper citation and bibliography format. Make sure you use the same format throughout the paper and bibliography.
- Total length & format of paper – approximately 1500 words (plus or minus), doubled-spaced pages in 12 pt. Times New Roman font, and 1” margins.
- Remember to explain or describe all concepts and components that you use from the readings, as if your roommate or a stranger outside this class was reading the paper.
- Honor Pledge - Include the honor pledge at the end of your exam.

Grading Criteria
- Analysis – How analytical are you? This criterion assesses the quality of your thinking about the topic and your application of the theories and concepts from the readings in a systematic and insightful way. How well did you use or apply concepts or theories from the readings? Make sure you select the most applicable theories and concepts from the readings in your analysis.
- Substance – Did your answer contain adequate content or information to support your claims or points? Did you explain or define the concepts/theories and terms that you used?
- Comprehensiveness - Did you answer each question and each part of the question fully?
- Clarity and logic – Was the writing and sentence structure clear? Did your argument or discussion flow logically from one point to the next?

RESEARCH PAPER AND PEER TEACHING – Group Assignment

Research Paper
1. Explain and define the concepts and theories under your topic. (What is …?)
   [Hint: Begin by reading the assigned articles in the syllabus to gain a basic understanding of the topic.]
2. What are the important issues or subtopics discussed by scholars regarding this topic?
3. What are the strengths and criticisms of the concepts and theories?
4. Relate your topic to democratic leadership or democratic workplaces. How can these theories and concepts strengthen and enhance the practice of democratic leadership or the tenets of democratic organizations? Examine each component of democratic leadership or the tenets of democratic organizations and apply your topic to it. (Use readings by John Gastil and/or Lynda Gratton to support your analysis discussion.).
5. Include a Reference or Works Cited list.

Requirements:
Use this Library Resource: http://libguides.richmond.edu/LDST300
- Articles/Books - Your paper must include approximately 15 peer-reviewed articles and scholarly books, counting articles listed in the syllabus and textbook.
- In-text citations - Cite the source of your information whenever you are quote, paraphrase, or summarize an author’s work in the text of your paper. Use the MLA or APA style manual for proper citation and bibliography format. Make sure your group members use the same format throughout the paper and bibliography.
- Total length & format of paper – Research papers that fulfill all the requirements average 15-18 pages doubled-spaced pages, in 12 pt. Times Roman font, and 1” margins.
- Writing and editing your group’s paper – Edit the paper so that it has one voice and reads as if there was one writer.
   • Please meet with a writing consultant for the group research paper. Ask for writing consultants who are leadership studies majors - Rachel Ehret, Allison Miller, Brittany Mangold, Katie Nunziata, Kylie McCreesh, Randi Mansell, and Madeline Small.
Use Google Docs to write and revise your group’s paper.

**Peer Teaching**

*Group members must consult with the instructor in advance of your scheduled peer teaching session* (See instructor’s office hours in the syllabus).

- **Group 1**  
  Topic: Multiple and Emotional Intelligences
- **Group 2**  
  Topic: Power and Leadership
- **Group 3**  
  Topic: E-Leadership and E-Teams (Virtual Teams/Virtual Organizations)
- **Group 4**  
  Topic: Gender and Leadership

The peer teaching group will take over the class session (75 minutes). Each group must provide:

- **A presentation** of the key concepts and theories related to your topic and a discussion of how these concepts relate to democratic leadership or democratic organizations;
  [Your group will teach these concepts and theories to the class based on the assigned readings for your topic and your group’s research paper.]; and

- **An application exercise.**
  [Your group will help the class to understand the “application” of the concepts or theories in real world situations.]

**How do these concepts and theories “apply” or “contribute” to the practice or processes of leadership?** To demonstrate the application of the material, the peer teaching group may use:

- **Cases** – Popular films, documentaries, or YouTube cases based on real situations and people or written cases.  
  (Your group must develop the questions or issues that help the class apply the theories or concepts in the readings);

- **Current news stories** based on a real situation or set of data (such as census or research data) to engage students in an activity;

- **Problem-solving, role-plays, or debates** based on real situations and people that demonstrate the application or utility of the material.  
  (Your group must research the issue and provide the class with the factual information from reliable sources for the exercise); or

- **Other creative ideas** based on real situations and people.

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**LEADERSHIP ASSESSMENT: GUIDELINES FOR FINAL PAPER AND ORAL REPORT**

**Paper & Presentation (Group Assignment) – LDST 300**

**PURPOSE OF ASSIGNMENT** – The purpose assignment and paper is for your group to identify and explain the “leadership styles and processes,” which define the organization you studied.

**Preliminary Information and Reminders:**

- **Completeness** - Include all components of the paper as described below.

- **Incorporate readings** – Assigned readings must be incorporated into your analysis in a meaningful way. Just mentioning or summarizing each one is not enough.
  - **Cite** the author and page numbers from the readings whenever you are quoting, paraphrasing or summarizing from the reading material. You may use APA style or MLA, but you must follow the format of a style manual.

- **Interviewee confidentiality and anonymity** – Do not include the names, titles, or any identifying information about the interviewee in your group’s paper. Information from respondents must be aggregated (combined) so that no one can be recognized.

- **Total length & format of paper** – Length: approximately 12-15 pages (plus or minus) in addition to References or Works Cited. Format: double-spaced in 12 pt. Times Roman font, and 1” margins.

- **Remember to explain or describe** the concepts that you use from the readings, as if your roommate or a stranger outside this class was reading the paper.

- **List of Interviews and Meetings** – Turn in a list of employees interviewed and meetings attended by each team member to the instructor only on the due date of the paper.
• Use Google Docs to write and revise your group’s paper.
• Writing and editing your group’s paper – Edit the paper so that it has one voice and reads as if there was one writer.
  o Please meet with a writing consultant for the group research paper. Ask for writing consultants who are leadership studies majors - Rachel Ehret, Allison Miller, Brittany Mangold, Katie Nunziata, Kylie McCreesh, Randi Mansell, and Madeline Small.
  o Use Google Docs to write and revise your group’s paper.
• Copies - Make two hard copies of the paper – one for the host organization and one for the instructor, plus send an electronic copy to the professor.

NEXT STEPS:
1. Data Collection –
   1.1. Interview 15-20 employees from all levels of the organization
   1.2. Observe 2-3 organizational or staff meetings
   1.3. Write the details of each interviewee’s answers to the questions after your interview session and after observations of each organizational/staff meetings
   1.4. Post each interview and observation on your group’s section of Blackboard or on Google Docs

2. Analysis of Data – Interviews and Observations
   2.1. All members of the group should read all interviews and observation notes. (Note: This responsibility should not be assigned to one person).
   2.2. Discuss your findings as a group.
   2.3. Look for recurring patterns in answers to questions from interviewees. These are answers that say or mean the same or similar thing.
   2.4. Label these patterns so that you can discuss them in your paper. Some of these patterns will equate to leadership theories and others will equate to various processes or relationships in the organization.

FINAL PAPER
The paper should follow the format below:
3. Background
   3.1.1. Identify team members (Cover page or first page of report).
   3.1.2. Describe the purpose and methodology used in observing your organization.
      3.1.2.1. Methodology –
        ▪ Qualitative interviews of 15-20 employees from all levels of the organization using structured interview questions.
        ▪ Observations of 2-3 organization or staff meetings

3.2. The Organization’s External Environment
   3.2.1. Discuss the major external factors and issues influencing your organization. (Summary of responses to interview questions under #2)
   3.2.2. Discuss how the organizations has adapted or changed in relation to these external factors. (Summary of responses to interview questions under #2)

3.3. Leadership Theories and Concepts
   3.3.1. Identify the key concepts and theories of leadership that your group found in the organization
   3.3.2. Provide definitions and descriptions of these concepts/ theories. (Based on the readings from the course).
   3.3.3. Describe how these concepts/theories operate in or affect your organization
   3.3.4. Summarize your responses to interview questions under #3

3.4. Leadership Processes
   3.4.1. Mission or purpose – Discuss how the organization uses its mission or purpose (Summary of responses to interview questions under #4)
   3.4.2. Employee leadership or self-agency (Summary of responses to interview questions under #5)
   3.4.3. Organizational culture (Summary of responses to interview questions under #6)
3.4.4. Selection of new members (Summary of responses to interview questions under #7)
3.4.5. Work structure (Summary of responses to interview questions under #8)
3.4.6. Employee autonomy, relationships and interactions (Summary of responses to interview questions under #9-14)

3.5. Recommendations and Conclusions

3.5.1. Your observations must be balanced and present both strengths and weaknesses of the leadership style of this organization.
3.5.1.1. Do not be shy in describing shortcomings, if any, but in doing so you must back it up with real observations and well-reasoned conclusions, not merely opinions.
3.5.1.2. Provide recommendations that could strengthen the organization’s leadership style and processes.

3.6. Turn in interview notes and confidentiality forms to the instructor only with your final paper.

THE ORAL REPORT – (Requires meeting with Speech Fellow prior to presentation)

- Length of presentation - Approximately 30 minutes per group
- This is a professional presentation. Your group must work with your Speech Fellow in preparation for the final presentation. Speech Fellow: Lacie Horak – lacie.horak@richond.edu
- The oral report should follow the same format as the written report in summary form. (See sample on Blackboard).

Peer Evaluation
- The purpose of the peer evaluation is to insure accountability and fairness. In other words, group members get to determine if their peers "pulled their weight" in completing the assignment.
- You should print enough copies of the form to evaluate each member of your group and yourself. Complete the evaluation forms and turn them in to me (not each other) on the day your final group paper is due.
- How does the Peer Evaluation work? If you receive an overall evaluation by your peers of 80% or higher (calculated by the instructor), you will receive the full grade for the paper. An evaluation of less than 80% will impact your individual grade for the final group project in the following manner – Overall Peer evaluation score: 79-75%, lose 1 grade from the group written paper and oral report; 74-70%, lose 2 grades; 69-65%, lose 3 grades; 64% and below lose all credit for the group project and paper. (Purpose: Accountability and Fairness)
Bibliography
(Course Readings: LDST 300 - Theories and Models of Leadership)


