

**THEORIES AND MODELS OF LEADERSHIP  
LEADERSHIP 300- FALL 2025**

**INSTRUCTOR:** Dr. Crystal Hoyt      **OFFICE HOURS:** BY APPOINTMENT  
**EMAIL:** choyt@richmond.edu      **OFFICE LOCATION:** Jepson Hall 244

**COURSE TIME AND LOCATION:** Tuesday, Thursday 10:30pm- 11:45am; Jepson 107

**COURSE WEBSITE:** <http://blackboard.richmond.edu>

*THIS SYLLABUS IS INTENDED TO GIVE STUDENTS GUIDANCE IN WHAT MAY BE COVERED DURING THE SEMESTER AND WILL BE FOLLOWED AS CLOSELY AS POSSIBLE. HOWEVER, I RESERVE THE RIGHT TO MODIFY, SUPPLEMENT, AND MAKE CHANGES AS COURSE NEEDS ARISE.*

**READINGS:**

The assigned readings provide the background and context for classroom lecture and discussion, therefore, you should read the readings **before** the class period during which they are discussed.

Text:

- Forsyth, D. R. (2025). *Leadership: Theories and applications*. Waveland Press, Inc.

**DESCRIPTION OF THE COURSE:**

**What is leadership? Does it matter? How do leaders emerge—and what makes them effective?**

This course dives into big ideas about leadership, from classic theories that shaped the field to new perspectives that challenge the status quo. Along the way, you'll explore how leadership is studied in the social sciences, critically examine different models of leadership, and apply what you learn to real-world examples. The goal is to equip you with the tools to analyze leadership more critically and creatively—and to use theory to better understand its real-world impact.

**GOALS OF THE COURSE:**

1. Understand the role of theory in leadership studies and its broader relevance in the social sciences.
2. Critically evaluate classic and contemporary leadership theories, including trait, behavioral, contingency, skills-based, identity, and psychodynamic approaches.
3. Analyze key psychological processes in leadership, such as power, influence, leader–follower dynamics, and ethical decision-making.
4. Examine how leadership is shaped by individual differences and social identity factors such as gender and culture.
5. Apply leadership theory by designing and conducting a collaborative, theory-driven research project.
6. Strengthen skills in research design, data collection and analysis, academic writing, and oral presentation.
7. Engage actively and thoughtfully with course material through discussion, collaborative work, and in-class activities.

**Social Inquiry Learning Outcomes:**

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

## **COURSE REQUIREMENTS**

### **EXAMINATIONS (20% EACH)**

There will be two exams during the semester. These exams will assess your understanding of course content from both readings and in-class discussions. They are spaced throughout the term and are not cumulative.

### **CLASS PARTICIPATION (10%)**

This course depends on the active participation of all students. You are expected to attend every class, arrive on time, and come prepared to engage thoughtfully with readings and activities. Participation is evaluated based on the quality of your contributions. Unexcused absences will lower your grade.

### **LEADERSHIP THEORY RESEARCH PROJECT (50%)**

#### **Breakdown: Paper (40%); Project Development Experiences (10%)**

To deepen your understanding of leadership theory and the research process, this course includes an intensive research component. You will work in small groups to design and conduct a theory-driven research project related to leadership. This project involves collaborative group work, in-class workdays, independent data collection, a group presentation during the final exam period, and an individual APA-style paper.

In total, you are expected to:

- Research your topic of interest by conducting a literature review (beyond assigned readings)
- Develop a well-justified, theoretically grounded hypothesis(es)
- Contribute to the design and implementation of a group research study
- Collect and analyze original data to test your hypothesis(es) using inferential statistics
- Interpret and write up your results in an APA-style empirical paper (submitted individually)
- Publicly share your group's work through a formal research presentation

In terms of deliverables, this project consists of two graded elements:

1. **Final Paper (40%)** — An APA-style empirical research paper submitted individually.
2. **Project Development Experiences (10%)** — Evidence of your engagement in the research process (credit/no credit; full credit for submissions completed on time and in good faith).

#### **Project Development Experiences include:**

- Submitting a draft and final version of your group research proposal with annotated bibliography
- Submitting a first draft of your individual paper (Introduction, Method, Appendix)
- Submitting a second draft of your paper (Results, Discussion) and conducting a peer review
- Giving a group presentation during the final exam period

#### **Restricted Use of Generative Artificial Intelligence (AI) Tools**

In this course, you are allowed to use generative artificial intelligence (AI) tools such as ChatGPT to (1) brainstorm initial ideas and/or (2) request feedback on ways to improve your writing. However, you may NOT use them to conduct a literature review for your paper, summarize articles (rather than reading them for yourself), generate initial drafts of your writing, or generate full drafts from an outline; doing so will be considered a violation of the Honor Code. Note, too, that the use of generative AI tools may contribute to poorer quality work, as the material generated may be inaccurate, incomplete, or biased. Perhaps most importantly, relying on these tools to a great extent will likely stifle your own learning and creativity.

**LDST 300 – FALL 2025**  
**Class Schedule and Reading Assignments**

<b>Date</b>	<b>Class Topic or Activity</b>	<b>Research Project Tasks</b>
Aug 26	Course Introduction and Overview	—
Aug 28	Chapter 1: A Theoretical Approach to Leadership	—
Sep 2	Chapter 2: Behavioral Style Theories	—
Sep 4	Chapter 3: Contingency Theories	—
Sep 9	Chapter 4: Trait Theories	—
Sep 11	Launching the Leadership Theory Research Project	Begin working on research proposal (Part 1)
Sep 16	Chapter 5: Intellectual Skills Theories	—
Sep 18	Chapter 6: Emotional and Social Skills Theories	—
Sep 23	Chapter 7: Social Perception Theories	Submit draft version of research proposal
Sep 25	Leadership Lab: Research Proposal	In class work on research proposal
Sep 30	Chapter 8: Self and Identity Theories	Submit final version of research proposal
Oct 2	Leadership Review and Reflection #1	Begin working on intro and methods section
Oct 7	Exam 1	—
Oct 9	Chapter 9: Psychodynamic Theories	—
Oct 14	Fall Break — No Class	—
Oct 16	No Class — Independent Group Work	Independent work on project
Oct 21	Chapter 10: Leader–Follower Relations Theories	—
Oct 23	Chapter 11: Charisma & Transformational Ldsp	Submit first draft of research paper by Oct. 26
Oct 28	Chapter 12: Power and Influence Theories	—
Oct 30	Chapter 13: Team Leadership Theories	—
Nov 4	No Class — Independent Work on Project	Independent work on project
Nov 6	Leadership Lab: Data Analysis Support	—
Nov 11	Chapter 14: Ethical Leadership Theories	Begin drafting results and discussion
Nov 13	Chapter 15: Evolutionary and Cultural Theories	—
Nov 18	Leadership Review and Reflection #2	—
Nov 20	Exam 2	
Nov 25	No Class — Independent Work on Project	
Nov 27	Thanksgiving Break — No Class	Second draft research paper due December 1
Dec 2	Draft Paper Workshop	Workshopping papers in class
Dec 4	Course Wrap-Up	—
Dec 5	—	Final Research Paper Due
Dec 9 2pm	Leadership Theory Research Project Presentations	Project Presentations Group Process Reflection Due

## **RESOURCES AND SUPPORT**

### **OFFICE HOURS**

I encourage you to come see me during office hours as many times this semester as you need or want (email me to schedule). Office hours offer a great opportunity to clarify material, talk about upcoming assignments or those handed back, chat about careers, life, or anything else.

### **Peer Sexual Misconduct Advisors**

The Peer Sexual Misconduct Advisors (PSMAs) are available 24/7 at (804) 346-7674 while in-person instruction is ongoing. PSMAs are students who offer confidential support to students who have been impacted by violence (such as sexual assault, dating violence, stalking, and interpersonal violence), whether they're a survivor, an accused person, or a friend or family member. We can be reached by emailing [psma@richmond.edu](mailto:psma@richmond.edu) or calling/texting (804) 346-7674. For more resources, please <https://prevent.richmond.edu/get-help/index.html>.

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

**Academic Skills Center** ([asc.richmond.edu](http://asc.richmond.edu)): Assists students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information conceptualization, concentration, and related techniques; working on specific subject areas (e.g., calculus, chemistry, accounting, etc.); and encouraging campus and community involvement. Tutors will be available virtually. The on-call peer-tutors available for these appointments are listed in the Box file: [On-Call Online Tutors](#) (<https://richmond.box.com/s/dpe37chr2zodr3o1amtj8omjk72v2ktb>). Email [Roger Mancastropa](mailto:rmancast@richmond.edu) ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and [Hope Walton](mailto:hw Walton@richmond.edu) ([hw Walton@richmond.edu](mailto:hw Walton@richmond.edu)) for appointments in academic and life skills to request a Zoom conference.

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://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 library instruction, tutorials, research guides, and individual help. All research support will be provided online or by appointment and students can contact a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), chat, or Zoom (by appointment).

**Career Services:** ([careerservices.richmond.edu](http://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.

**Counseling and Psychological Services** ([caps.richmond.edu](http://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.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://speech.richmond.edu) or 289-6409): 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.

**Writing Center** ([writing.richmond.edu](http://writing.richmond.edu) or 289-8263): 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.

Jepson School of Leadership Studies

## Common Syllabus Insert

### **Awarding of Credit**

To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities.

[registrar.richmond.edu/services/policies/academic-credit.html](https://registrar.richmond.edu/services/policies/academic-credit.html)

### **Disability Accommodations**

Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams.

[disability.richmond.edu/](https://disability.richmond.edu/)

### **Honor System**

The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."

<https://studentdevelopment.richmond.edu/student-handbook/honor/index.html>

### **Religious Observance**

Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance.

[registrar.richmond.edu/planning/religiousobs.html](https://registrar.richmond.edu/planning/religiousobs.html)

### **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.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> 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.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To this end, the Student Center for Equity and Inclusion (SCEI) was created in 2021 and offers ongoing support and assistance for a diverse student body.<sup>5</sup> With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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<sup>1</sup>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>

<sup>2</sup>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>

<sup>3</sup>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>

<sup>4</sup>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>

<sup>5</sup> <https://inclusion.richmond.edu/>