

# LDST 300: Theories and Models of Leadership

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*Jepson School of Leadership Studies*  
*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

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## 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 ten and twelve 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.

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

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

## Important Dates

1. **Midterm Exam:** March 6
2. **Preliminary Research Protocol due date:** April 11
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](http://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](https://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](https://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 Mancastropa ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and Hope Walton ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for coaching appointments in academic and life skills. Visit [asc.richmond.edu](https://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](https://library.richmond.edu/help/liaison-librarians.html)) or ask a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or chat ([library.richmond.edu/chat.html](https://library.richmond.edu/chat.html)). Visit [library.richmond.edu/help/ask](https://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](https://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](https://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](https://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](https://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](https://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 & 23): Theories and Models

#### TUESDAY: What Is a Theory?

- Forsyth, Donelson R. 2016. "The Nature and Function of Theories in the Study of Leadership." University of Richmond, Richmond, VA.

#### THURSDAY: The *Science* in Social Science

- King, Gary, Robert O. Keohane & Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press. **Chapter 1**.

### Week 3 (January 28 & January 30): Inference

#### TUESDAY: Descriptive Inference

- King, Gary, Robert O. Keohane & Sidney Verba. 1994. *Designing Social Inquiry*. Princeton, NJ: Princeton University Press. **Chapter 2**.
- *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.
- Gallagher, Maryann & Susan H. Allen. 2014. "Presidential Personality: Not Just a Nuisance." *Foreign Policy Analysis*, 10(1): 1-21.

#### THURSDAY: Causal Inference

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

## **Week 4 (February 4 & 6): 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**

- Fisher, Celia B. & Andrea E. Anushko. 2008. "Research Ethics in Social Science." In *The SAGE Handbook of Social Research Methods*. Ed. by Pertti Alasuutari, Leonard Bickman & Julia Brannen. Thousand Oaks, CA: SAGE Publications, pp. 95—109.

## **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: Norms, Roles, and Status**

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

## **Week 7 (February 25 & 27): Work Teams**

### **TUESDAY: Groups vs. Teams**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 330-337.

### **THURSDAY: Creating Effective Teams**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 338-355.

## **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 I**

### **TUESDAY: Trait Theories**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 396-402.
- “Trait Theory of Leadership.” [YouTube video](#).

### **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 11 (March 25 & 27): Leader Theories II**

### **TUESDAY: Contingency Theories**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 404-409.
- Packwood, Allen. 2023. “Churchill As War Leader.” In *The Cambridge Companion to Winston Churchill*. Ed. by Allen Packwood. New York, NY: Cambridge University Press, pp. 244—262.

### **THURSDAY: Positive Leadership Styles**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 410-437.
- “Why good leaders make you feel safe.” [TED talk](#).

## **Week 12 (April 1 & 3): Organization Structure**

### **TUESDAY: Organizational Frameworks and Structures**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 512-528.

### **THURSDAY: Organizational Design and Behavior**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 528-545.

## **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. 546-574.

### **THURSDAY: Changes in Organizational Culture**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 574-587.

## **Week 14 (April 15 & 17): Conflict and Negotiation**

### **TUESDAY: The Conflict Process**

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 476-490.

### **THURSDAY: The Negotiation Process**

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

## **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**