

LDST 300: Theories and Models of Leadership

Dr. Vladimir Chlouba

Jepson School of Leadership Studies
University of Richmond

Spring 2026

Email: vchlouba@richmond.edu

Web: vladimirchlouba.com

Section 1: Humanities Building 205

Tu/Th 1:30 - 2:45 PM

Section 2: Humanities Building 205

Tu/Th 3:00 - 4:15 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:

- 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 (8%)

To ensure attentive reading, an unannounced in-class quiz will be administered once per week. Students will have five minutes to complete the quiz. The quizzes will pose two straightforward questions closely related to the assigned readings, probing 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 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. Students with disability accommodations who have questions or concerns about reading quizzes should meet with the instructor separately.

Participation (7%)

Students' participation grade will be based on two components:

1. **Office Hours Visit (2%)** – Each student must visit the instructor's office hours at least once during the semester. The purpose of this visit is for students to become better acquainted with their instructor and to have an opportunity to discuss course material, assignments, or any academic questions they may have. Students who complete this visit earn full credit. Those who do not will receive zero points for this component.
2. **Ongoing In-Class Participation (5%)** – Throughout the semester, I will make notes on student participation. Participation will be graded on the following scale:
 - 0 – attends class irregularly or never participates
 - 1 – contributes meaningfully only a few times a semester
 - 2 – contributes meaningfully less than every two weeks
 - 3 – contributes meaningfully at least once every two weeks
 - 4 – contributes meaningfully at least once a week
 - 5 – contributes meaningfully every class

Case Study Presentation (10%)

Starting in week 5, selected class sessions will feature a short presentation (10–15 minutes) on a real-world case study. Presentations will be prepared and delivered by a team of four students. Each team will be assigned a real-world leadership case and must select the leadership theory from the course that they believe is best suited to address it. The presentation should describe the case, explain the chosen theory, and develop a solution to the case based on that theoretical 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. Case studies and a detailed rubric will be circulated ahead of time so that each team has sufficient time to prepare.

Midterm Exam (25%)

Students will complete one midterm exam on March 5. 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 23. 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, case study 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. 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 5
2. **Preliminary Research Protocol due date:** April 12
3. **Final Exam:** April 23
4. **Research Report due date:** May 1

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

The use of AI is not prohibited in this class. However, students should understand what they stand to lose by relying on it. This course is designed to teach students how to grasp complex arguments and articulate ideas persuasively. These are skills that excessive reliance on AI will ineluctably hinder. My experience is that students who use AI to avoid engaging deeply with course materials will find themselves unprepared for case study presentations and exams. At the end of the day, I am offering students an opportunity to develop crucial intellectual capacities. Whether they take advantage of this opportunity or undermine their own education is their choice.

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

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.

Weinstein Learning Center

The Weinstein Learning Center is the go-to destination for academic support at the University of Richmond. Services include academic coaching, content tutoring, English language and intercultural learning, quantitative and programming resources, speech preparation and coaching, technology studio support, and writing assistance. Peer consultants and professional staff are available for appointments and drop-in sessions to help students develop essential academic skills. Visit wlc.richmond.edu for more information and to view service schedules and appointment times.

Course Schedule

Week 1 (January 13 & 15): 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 20 & January 22): 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 27 & 29): The Individual

TUESDAY: Personality Frameworks

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 168-186.
- Dynes, Adam M., Hans J. G. Hassell, and Matthew R. Miles. 2019. "The Personality of the Politically Ambitious." *Political Behavior*, 41(2): 309-336.

THURSDAY: Personality and Situations

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 187-199.
- Lyons, Justin D. "How Churchill Saw the Second World War as a Moral Conflict." *The Churchill Project – Hillsdale College*, October 20, 2022.

Week 4 (February 3 & 5): 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 5 (February 10 & 12): Decision Making

TUESDAY: Individual Decision Making

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 200-233.

THURSDAY: Group Decision Making

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 319-329.
- Adelman, Levi, and Nilanjana Dasgupta. 2019. "Effect of Threat and Social Identity on Reactions to Ingroup Criticism: Defensiveness, Openness, and a Remedy." *Personality and Social Psychology Bulletin*, 45(5): 740-753.

Week 6 (February 17 & 19): Leader Theories

TUESDAY: Trait vs. Behavioral Theories

- Robbins, Stephen P. & Timothy A. Judge. 2024. *Organizational Behavior, (19th) Global Edition*. Harlow, UK: Pearson, pp. 396-404.
- "Ohio State Leadership Studies." [YouTube video](#).

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 7 (February 24 & 26): 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 8 (March 3 & 5): 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 10 & 12): Spring Break

Week 10 (March 17 & 19): 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. 2008. *The Craft of Research*. Chicago, IL: The University of Chicago Press, pp. 31-50.

Week 11 (March 24 & 26): 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 12 (March 31 & April 2): 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 7 & 9): Negotiation I

TUESDAY: Core Concepts

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

THURSDAY: Negotiation Strategies

- Schatzki, Michael. 2018. *Negotiating with Winning Words*. New York, NY: Business Expert Press, pp. 33-116.

Week 14 (April 14 & 16): Negotiation II

TUESDAY: Cognitive Biases in Negotiation

- Bhatia, Nazli & Brian C. Gunia. 2018. "I Was Going to Offer \$10,000 but...: The Effects of Phantom Anchors in Negotiation." *Organizational Behavior and Human Decision Processes*, 148: 70-86.

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 21 & 23): 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