

# LDST 300: Theories and Models of Leadership

Fall 2022

“It is theory which decides what can be observed”  
–Einstein, 1926

“There is nothing so practical as a good theory”  
-Lewin, 1945

COURSE TIME:	Mon, Wed 12:00-1:15 (Section 01) Mon, Wed 1:30-2:45 (Section 02)
COURSE LOCATION:	Jepson 120
CLASS WEBSITE:	<a href="https://blackboard.richmond.edu">https://blackboard.richmond.edu</a>
INSTRUCTOR:	Dr. Chris von Rueden
EMAIL:	<a href="mailto:cvonrued@richmond.edu">cvonrued@richmond.edu</a>
OFFICE:	Jepson 235
OFFICE HOURS:	Fri 10am-12pm or by appointment at a different time

## **Course Description:**

This course builds on LDST 102, which approaches leadership from the perspective of the social sciences (e.g. psychology, economics, anthropology, political science). Relative to non-science, science stresses data collection for generating knowledge, but scientists also rely on theory to guide them in collecting and interpreting data. Knowledge progresses by creating, refining, and/or discarding theories, based on available data. This course takes the scientific side of leadership studies seriously, for it reviews many of the conceptual frameworks that theorists have developed in the past 50 years in their scientific studies of leadership. We will need to be selective, given the number of theories that have been examined by researchers, but we will cover many that are best known. We'll spend the first couple weeks of the course discussing social science methods in general. Then we will investigate leadership theories, evaluating them in terms of their scientific merit. To do so, we will read studies of leadership from many different settings, including non-human societies, small groups in the laboratory, small-scale

societies, nation-state politics, sports, medicine, and business. Over the semester, students will also use their study of leadership theory to investigate leadership in an organization on campus.

**Course Format:**

Class time will consist of a mix of lecture and discussion. Lecture and discussion will build off assigned readings, which must be completed **BEFORE** the day they are listed (see Reading Assignments below). Readings are available on Blackboard or in links provided. The readings for this course consist primarily of empirical social science articles (see Reading Assignments below). All of the readings will be available online or through BlackBoard.

I ask that you not leave during class-time unless you are in physical discomfort. **Use the bathrooms before you arrive to class.**

**How you will be graded:**

1. **Quizzes** (20% of grade)

**By 12pm (noon) of each class day**, you will take a short quiz (on Blackboard) on the readings assigned for that class day. Quizzes are open-book and can be completed with the assistance of other students currently in the class. Quizzes become available online at the end of the previous class. The quizzes will consist of multiple choice or short answer questions. At the end of the semester, **you may drop your 3 lowest quiz grades**. Missed quizzes (for any reason) count towards the 3 you may drop.

2. **Discussion** (20% of grade)

Your discussion grade will depend on you attending classes on time, participating in discussions on most class days, and presenting on readings when scheduled to do so. Students will sign up for presentation slots during classtime (see bolded numbers following most readings in the Reading Assignments section). Requirements of presenters:

- identify and describe the theory (theories) in the reading.
- discuss how the theory was tested (if the reading has an empirical component); I will help you interpret any statistical results, but you should be able to understand the main findings regardless of your statistical competence.
- connect to theories we've discussed previously
- prepare at least two questions to ask class members; these questions may seek clarification on aspects of the reading or address something unexplained by the reading.

Presentations should last 5-10 minutes and do not require use of presentation software. You can contact me before you are due to present if you want guidance, but don't feel like

you need to be an expert. I will not grade the accuracy of the presentations, but the effort you put into them will factor into your discussion grade.

### 3. **Midterm Exam** (20% of grade)

The midterm exam will consist of multiple choice and short answer questions having you compare and contrast material we've read and discussed.

### 4. **Final Paper** (20% of grade)

Over the semester, you will work in **groups of three** to complete an assessment of a student organization on campus. In consultation with me, you will choose an organization (e.g. academic club, music group, sorority, athletic team, cultural organization, etc.), which you will observe over the course of **two or more meetings** and whose members you will interview. As a class, we will discuss methods of observing and interviewing people. We will also discuss the process of getting consent for your research from the organization you study.

Based on your observations and interviews and guided by theory we've discussed in class, you will write a paper with your group members that draws conclusions about leader-follower relationships within the organization. More specifically, **the paper should include:**

- description of how leadership operates (whether officially or unofficially) within your organization
- analysis of the traits and/or behaviors of leaders (depending on the theory or theories you're testing), which you've observed or determined from interviews
- leadership recommendations for the organization, in light of your study findings

The paper must cite readings from class and at least one reading not from the class reading list. Wikipedia and non-scholarly websites are not valid bibliographic sources for papers written in this class. The paper will be **graded based on the following criteria:**

- accurate use of theory
- clear and appropriate prediction(s)
- appropriate methods
- logical and well-organized writing
- careful interpretation of your research

The paper should include a minimum of 10 pages (double spaced, 12-point font) and **structured into seven sections:**

- (1) Title page, in which you list your names and the title of your paper

- (2) Abstract, in which you mention in no more than 6 sentences the organization you studied, the theory motivating your research, your predictions, your methods, and your conclusions.
- (3) Introduction, in which you introduce the leadership theory (theories) motivating your research and present your prediction(s)
- (4) Methods, in which you describe how you observed your organization and interviewed its members
- (5) Results, in which you describe what you found (should include graphs and descriptive statistics; inferential statistics are encouraged but optional)
- (6) Discussion, in which you evaluate your prediction(s) in light of your findings, tie your findings back to theory, and provide recommendations for the organization you studied
- (7) References, in which you list your cited articles (in-text citations and the reference list should be in APA format: <https://www.mendeley.com/guides/apa-citation-guide>)

Two additional assignments (ungraded) will accompany your final paper: a peer review of your fellow group members, and informal presentations on your research to the class. Further details about the final paper will be provided throughout the semester, but key dates to remember are:

- Sep. 12: in-class discussion of group projects
- Oct. 3: organization selection due; human subjects training due
- Nov. 7 (by 9am on Blackboard): predictions due
- Nov. 28/30: in-class presentations
- Dec. 4 (by 5pm on Blackboard): final paper due

#### 5. **Final Exam** (20% of grade)

The final exam will consist of multiple choice and short answer questions having you compare and contrast material we've read and discussed. The final exam is cumulative but will emphasize the latter half of the course.

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#### **Notes:**

1. **COVID-19 Policy:** Masks are optional when in class. However, if you have any symptoms that may indicate COVID-19 (e.g. cough, sore throat, aches, unusual fatigue) do not come to class that day and get tested for COVID-19. I will help you make up the material you missed.
2. **Laptops:** Computers can be used in class only for purposes related to the class, particularly note-taking or accessing course materials. Use of the internet for other purposes, including chatting, emailing, or use of internet for entertainment, are not allowed during classtime and will negatively affect your discussion grade.

3. **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](http://registrar.richmond.edu/services/policies/academic-credit.html)
  4. **Religious Accommodation:** Students should notify me within the first two weeks of classes if they will need accommodations for religious observance.  
[registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)
  5. **Disability Accommodation:** Students with a Disability Accommodation Notice should contact me as early in the semester as possible to discuss arrangements for completing course assignments and exams.  
[disability.richmond.edu](http://disability.richmond.edu)
  6. **Plagiarism:** Students should be aware of University policies on plagiarism. Plagiarism in any form can result in failing the class or even expulsion. See the following link for advice on avoiding plagiarism.  
<http://writing2.richmond.edu/writing/wweb/english/plagiarism.html>
  7. **Honor System:** When writing your final paper and when studying for and taking the quizzes/exams, be aware of the provisions of the Honor System: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work." Unauthorized assistance includes consulting materials provided by students from past classes.  
[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)
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### **Campus Resources:**

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)): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:hwalton@richmond.edu) for coaching appointments in academic and life skills.

**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 individual appointments, class library instruction, tutorials, and [research guides](http://researchguides.libguides.richmond.edu) ([libguides.richmond.edu](http://libguides.richmond.edu)). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) ([library.richmond.edu/help/liaison-librarians.html](http://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](http://library.richmond.edu/chat.html) ([library.richmond.edu/chat.html](http://library.richmond.edu/chat.html)).

**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, skills-building classes, therapy groups, 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 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions are offered by teams of trained student consultants. During scheduled [appointments](#), consultants assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. 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.

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### **Class Schedule and Reading Assignments**

Aug 22      **Introductions**

#### **Part 1: Doing Social Science**

Aug 24      **Building Theory**

- Forsyth, D.R. (2016). The nature and function of theories in the study of leadership. Working paper, Jepson School of Leadership Studies.
- IN-CLASS HANDOUT: Scientific Method

Aug 29      **Gathering Data**

- Bergstrom, C. & West, J. (2020). Selection bias. In Calling Bullshit (pp. 104-133). Random House. **1**
- IN-CLASS HANDOUT: Data Collection Methods

Aug 31      **Analyzing Data**

- Bergstrom, C. & West, J. (2020). The susceptibility of science. In *Calling Bullshit* (pp. 206-241). Random House. **2**
- IN-CLASS HANDOUT: Statistics

### **Part 2: What is Leadership?**

Sep 5      **Defining Leadership**

- Rothman, J. (2016, Feb. 29). Shut up and sit down: why the leadership industry rules. *The New Yorker*: <http://www.newyorker.com/magazine/2016/02/29/our-dangerous-leadership-obsession> **3**

Sep 7      **Patterns in Leadership Across Species**

- Smith, J. et al. (2016). Leadership in mammalian societies. *Trends in Ecology & Evolution*, 31, 54-66. **4**

Sep 12      **Introduce Group Projects**

### **Part 3: Why does Leadership Exist?**

Sep 14      **The Theory of Service-for-Prestige**

- Price, M. & van Vugt, M. (2014). The evolution of leader-follower reciprocity: the theory of service-for-prestige. *Frontiers in Human Neuroscience*. **5**

Sep 19      **The Social Brain Hypothesis**

- Webber, E. & Dunbar, R. (2016). The fractal structure of communities of practice: Implications for business organization. *PLoS ONE*, 15, e0232204. **6**

### **Part 4: Does Leadership Matter?**

Sep 21      **Leadership in Laboratory Experiments**

- IN-CLASS EXERCISE: experimental game

Sep 26      **Leadership in Field Experiments**

- Andersson, K. et al. (2020). Voluntary leadership and the emergence of institutions for self-governance. *Proceedings of the National Academy of Sciences USA*, 117, 27292-27299. **7**

Sep 28      **Observations of Real-World Leadership**

- Jervis, R. (2013). Do leaders matter and how would we know? *Security Studies*, 22, 153-179. **8**
- Harris School of Public Policy (Feb. 24, 2021). Leaders in sports, business, and politics get credit— and blame. How much do they really deserve? UChicago News: <https://news.uchicago.edu/story/leaders-sports-business-and-politics-get-credit-and-blame-how-much-do-they-really-deserve>

Oct 3      **Review for MIDTERM EXAM**

- GROUP PROJECT: organization selection due; human subjects training due (bring to class a hard copy of your training certificate)

Oct 5      **MIDTERM EXAM (in the classroom, on Blackboard)**

Oct 10      **NO CLASS (fall break)**

**Part 5: Leader Traits**

Oct 12      **Physical Appearance**

- Antonakis, J. & Eubanks, D. (2017). Looking leadership in the face. *Current Directions in Psychological Science* 26, 270-275. **9**

Oct 17      **Personality**

- Pendleton, D. & Furnham, A. (2012). The impact of personality on leadership. In *Leadership: All You Need To Know* (pp. 135-154). Springer. **10**
- Edelson, M. et al. (2018). Computational and neurobiological foundations of leadership decisions. *Science*, 361, eaat0036 (**read summary page only**).

**Part 6: Leader Behavior**

Oct 19      **Nonverbal Behavior**



- Gerpott, F. et al. (2017). In the eye of the beholder? An eye-tracking experiment on emergent leadership in team interactions. *The Leadership Quarterly* 29, 523-32. **11**

Oct 24      **Transformational Leadership/Charisma**

- Meslec, N. et al. (2020). Effects of charismatic leadership and rewards on individual performance. *The Leadership Quarterly*, 101423. **12**
- IN-CLASS EXERCISE: observation of charisma

Oct 26      **Procedural Fairness**

- Boggild, T. & Petersen, M.B. (2015). The evolved functions of procedural fairness: an adaptation for politics. In T. Shackelford & R. Hansen (Eds.) *The Evolution of Morality* (pp. 247-276). Switzerland: Springer. **13**

**Part 7: Situational Factors**

Oct 31      **Situations that favor dominant leaders**

- Kakkar, H. & Sivanathan, K. (2017). When the appeal of a dominant leader is greater than a prestige leader. *Proceedings of the National Academy of Sciences USA*, 114, 6734-6739. **14**
- Jimenez, A. et al. (2021). When do people prefer dominant over prestigious political leaders? *Evolutionary Human Sciences*, 3, e16. **15**

Nov 2      **Situations that favor empowering leaders**

- Sims, H. et al. (2009). When should a leader be directive or empowering? How to develop your own situational theory of leadership. *Business Horizons*, 52, 149-158. **16**

Nov 7      **Situations that favor leader corruption**

- Maner, J. & Mead, N. (2010). The essential tension between leadership and power: when leaders sacrifice group goals for the sake of self-interest. *Journal of Personality and Social Psychology*, 99, 482-497. **17**
- GROUP PROJECT: predictions due (on Blackboard)

**Part 8: Cultural Norms**

- Nov 9           **Gender Norms**
- von Rueden, C. (Aug 18, 2020). Nature and nurture both contribute to gender inequality in leadership. *The Conversation*. <https://theconversation.com/nature-and-nurture-both-contribute-to-gender-inequality-in-leadership-but-that-doesnt-mean-patriarchy-is-forever-123311> **18**
- Nov 14           **Gender Norms (continued)**
- Eagly, A. (2020). Once more: the rise of female leaders. *APA Research Brief*: <https://www.apa.org/topics/women-girls/female-leaders> **19**
  - IN-CLASS DEBATE: are gender differences in leadership style a result of nurture or nature?
- Nov 16           **Individualist vs. Collectivist Cultures**
- Lu, J. et al. (2020). Why East Asians but not South Asians are underrepresented in leadership positions in the United States. *Proceedings of the National Academy of Sciences USA*, 117, 4590-4600. **20**
- Nov 21           **Lessons from Small-Scale Societies**
- von Rueden, C. & van Vugt, M. (2015). Leadership in small-scale societies: some implications for theory, research, and practice. *The Leadership Quarterly*, 26, 978-990. **21**
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- Nov 23           **NO CLASS (Thanksgiving break)**
- Nov 28           **In-class presentations**
- Nov 30           **In-class presentations and review for FINAL EXAM**
- Dec 4            **FINAL PAPER due** (by 5pm, on Blackboard)
- Dec 6            **1:30 SECTION ONLY: FINAL EXAM** (9am-12pm, in classroom, on Blackboard)
- Dec 8            **12:00 SECTION ONLY: FINAL EXAM** (9am-12pm, in classroom, on Blackboard)