

# Theories and Models of Leadership

## LDST 300

<b>Instructor</b>	Hadley Rahrig
<b>Class Time</b>	Mon, Wed, 1:30 - 2:45 PM
<b>Class Location</b>	Jepson Hall 107
<b>Course Website</b>	Blackboard
<b>Contact Information</b>	hrahrig@richmond.edu
<b>Office Hours</b>	Mon, Wed, 3 - 5 PM or by appointment

### **Course Description**

LDST 300 is an examination of theories and models from (classic and contemporary) leadership theory. By engaging with these texts, students will learn to identify basic assumptions, hypotheses, and supporting evidence for key theories and models in leadership. The course is also designed to examine the process and methods of leadership research.

This course is a required course for all Leadership majors and minors, who take the course only after they have completed basic course work on leadership in the humanities, social sciences, service learning, and critical thinking. It builds most notably on Leadership 102, the Social Science of Leadership, for it focuses on empirically based analyses of leadership conducted by researchers in such disciplines as psychology, sociology, economics, and management.

### **Teaching and Learning Methods**

This course implements multiple methods to stimulate you to think critically about leadership. As an instructor, I will provide a variety of structured learning experiences to achieve course goals (e.g., lectures, demonstrations, videos, in-class activities, etc.). However, opportunities for intellectual growth and insight will depend on how you engage with the material through in-class discussions, written responses to the readings, and group projects. For this reason, it is critical that you prepare for class by reading, reviewing, and analyzing the topic prior to coming to class.

Moreover, the success of you and your classmates depends on our collective agreement to be fully present. This means that you are responsible for engaging deeply

with the material, raising clarifying questions and critiques, listening respectfully to your classmates, and amplifying the voices of your classmates.

### **How you will be graded**

Your grade will be based on your performance across a range of assignments. You will complete one midterm, a final, a series of short reading response papers, a leadership theory paper, a group presentation, and a presentation on your final project.

Additionally, you will be graded on class engagement and discussion, assessed at mid-semester and at the end of the course. Your grade can be calculated based on percentage weights (100% total) or points (1000 points total). A summary of assignments and their grade values are shown below:

*Midterm (20%) and Final (20%) exams = 200 pts, 200 pts*

*Reading Written Responses (15%) = (6 x 25 pts) = 150 pts*

*Leadership Theory Paper Part 1 (10%) = 100 pts*

*Leadership Theory Paper Part 2 (10%) = 100 pts*

*Group Presentation (5%) = 50 pts*

*Individual Presentation (5%) = 50 pts*

*Class Participation (15%) = (75 x 2) = 150 pts*

### **Assignments and Class activities:**

***Midterm (20%) and Final (20%):*** You will take two exams over this semester, one midterm and one final. All exams are open-book and open-note.

***Reading Response Papers (15%):*** You will be split into five groups that I assign. Your group number will determine what dates your reaction papers are due (see schedule below).

You will write a reading response paper (1-2 pages, double-spaced, 12 pt font) to a reading from each major topic. In order to receive full credit, reaction papers need to include the following: **(1) a brief summary of the reading; and (2) an analysis of the topics.** Reaction papers should be submitted to Blackboard at 11:59 PM the day before class. Reaction papers will be graded as: submitted with excellent effort, it is clear you read and thought about the readings (3), submitted with good effort, you somewhat demonstrate you read and thought about the readings (2), submitted with minimal effort (1) or not submitted (0). **I will drop your lowest reaction paper score.**

**Leadership Theory Paper (20% total):** Your Leadership Theory Paper will be completed in two parts. After submitting the first paper (due March 25), you will meet with me to receive personalized feedback. This feedback will be integrated into a revision of the first paper, which will be submitted at the end of the semester. Full details for this paper will be provided in the course and posted on Blackboard.

**Group Presentation (5%):** Each group is assigned to one class session, during which they will present the readings and lead discussion (see schedule below). Each group is responsible for finding a time to meet with me in advance to plan their session.

**Individual Presentation (5%):** At the end of the semester, you will give a brief presentation on your final paper using a “blitz” format. Full details for this assignment will be provided at a later date.

**Class Participation (15%):** The format of the class combines lecture with group discussion of the readings, You are expected to attend all classes, arrive on time, and fully engage in discussions and activities. Your grade is dependent on quality over quantity. To receive an A in participation you must show signs of engagement with the material and facilitate respectful and productive discussion with your classmates. Indicators of engagement and productive dialogue include:

- Asking questions about course topics
- Asking clarifying questions about course topics while demonstrating a clear attempt to understand the material on your own
- Expressing interest or respectful critique of course material
- Connecting course materials to current events, culture, literature, etc.
- Asking your classmates clarifying questions
- Amplifying the voices of your classmates when they raise important points or questions
- Giving whoever is speaking your full attention - and giving social indicators that you are doing so!

You will receive formal feedback regarding your class engagement through a mid-semester grade. If I have major concerns about your participation before this point I will reach out to you via email.

**Recap of Assignments and Due Dates**

Assignment	How to submit	Due Date
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Reaction Papers	Via Blackboard	11:59 PM on the day before class
Midterm	Via Blackboard, during class session	March 16
Leadership Paper Part 1	Via Blackboard	March 25
Leadership Paper Part 2	Via Blackboard	April 22
Group Presentation	Presented in class; submit presentation via blackboard before the start of class	See schedule for assigned date
Final	Via Blackboard, during exam session	
Class Participation	Assessed throughout the semester	Feedback provided with grade at mid-semester and at the end of the course

**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](http://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/](http://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."

[studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](http://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.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 *hevvruta*. *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/>

## Weekly Schedule

<b>Introduction</b>		
<b>January 10</b>		
<ul style="list-style-type: none"> <li>No readings due</li> </ul>		
<b>Introduction to Theories of Leadership</b>		
<b>January 12</b>		
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2019). Understanding leadership: A theoretical approach. In Theories of Leadership (book manuscript). Jepson School of Leadership Studies, University of Richmond.</li> </ul>		
<ul style="list-style-type: none"> <li>Rost, J. C. (1994). Leadership: A new conception. Holistic Nursing Practice, 9(1), 1-8.</li> </ul>		
<b>Evaluating theories</b>		
<b>January 17</b>	<b>MLK Day - No Readings Due</b>	
<b>January 19</b>		
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2020). Evaluating theories empirically: A research methods primer. In Theories of Leadership (book manuscript). Jepson School of Leadership Studies, University of Richmond</li> </ul>		
<ul style="list-style-type: none"> <li>De Hoogh, A. H. B., Greer, L. L., &amp; Den Hartog, D. N. (2015). Diabolical dictators or capable commanders? An investigation of the differential effects of autocratic leadership on team performance. Leadership Quarterly, 26, 287-701.</li> </ul>		
<b>Behavioral Theories</b>		
<b>January 24</b>	<b>Odd numbered groups submit reading response</b>	
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2020). Behavioral theories: What leaders do. In Theories of Leadership (book manuscript). Jepson School of Leadership Studies, University of Richmond.</li> </ul>		
<b>January 26</b>	<b>Even numbered groups submit reading response</b>	
<ul style="list-style-type: none"> <li>Judge, T. A., Piccolo, R. F., &amp; Ilies, R. (2004). The forgotten ones? The validity of consideration and initiating structure in leadership research. Journal of Applied Psychology, 89(1), 36–51.</li> </ul>		
<b>Contingency Theories</b>		
<b>January 31</b>	<b>Odd numbered groups submit reading response</b>	
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2019). Contingency theories: An overview. In Theories of Leadership (book manuscript). Jepson School of Leadership Studies, University of Richmond.</li> </ul>		

<b>February 2</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Chemers, M. M., &amp; Skrzypek, G. J. (1972). Experimental test of the contingency model of leadership effectiveness. <i>Journal of Personality and Social Psychology</i>, 24(2), 172.</li> </ul>	
<b>Personality and Individual Differences. The trait approaches</b>	
<b>February 7</b>	<b>Group 1 Illustration and Assessment</b>
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2020). Trait approaches to leadership. In <i>Theories of Leadership</i> (book manuscript). Jepson School of Leadership Studies, University of Richmond.</li> </ul>	
<b>February 9</b>	<b>Odd numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Judge, T. A., Bono, J. E., Ilies, R., &amp; Gerhardt, M. W. (2002). Personality and leadership: a qualitative and quantitative review. <i>Journal of Applied Psychology</i>, 87(4), 765-780.</li> </ul>	
<b>Social Perception and Cognition</b>	
<b>February 14</b>	<b>Group 2 Illustration and Assessment</b>
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2020). "Seeing" leadership: Social perception approaches. In <i>Theories of Leadership</i> (book manuscript). Jepson School of Leadership Studies, University of Richmond.</li> </ul>	
<b>February 16</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Yermack, J., &amp; Forsyth, D. R. (2016). Students' implicit theories of university professors. <i>Scholarship of Teaching and Learning in Psychology</i>, 2(3), 169.</li> </ul>	
<b>Women, Men, and Leadership</b>	
<b>February 21</b>	<b>Odd numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Carli, C., Eagly, A. (2018). Gender and leadership. In J. Antonakis, A. T. Cianciolo, &amp; R. J. Sternberg (Eds.), <i>The nature of leadership</i> (pp. 244-271). Thousand Oaks, CA: Sage.</li> </ul>	
<b>February 23</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Cunningham, G. B., &amp; Sartore, M. L. (2010). Championing diversity: The influence of personal and organizational antecedents. <i>Journal of Applied Social Psychology</i>, 40(4), 788-810.</li> </ul>	
<b>Self and Identity</b>	
<b>February 28</b>	<b>Odd numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Leary, M. (1989). Self-presentational processes in leadership emergence and effectiveness. In R. Giacalone and P. Rosenfeld (Eds), <i>Impression Management in the Organization</i>, Hillsdale, NJ: Lawrence Erlbaum Associates.</li> </ul>	

<b>March 2</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Reicher, S. D., Haslam, S. A., &amp; Platow, M. J. (2007). The new psychology of leadership. <i>Scientific American Mind</i>, 18(4), 22-29.</li> </ul>	
<b>Spring Break</b>	
<b>Psychodynamic Theories</b>	
<b>March 14</b>	<b>Odd numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Forsyth, D. R. (2020). Psychodynamic approaches to leadership. [Manuscript in preparation for publication]. Jepson School of Leadership Studies, University of Richmond.</li> </ul>	
<ul style="list-style-type: none"> <li>Cohen, F., Solomon, S., Maxfield, M., Pyszczynski, T., &amp; Greenberg, J. (2004). Fatal attraction: The effects of mortality salience on evaluations of charismatic, task-oriented, and relationship-oriented leaders. <i>Psychological Science</i>, 15(12), 846-851.</li> </ul>	
<b>March 16</b>	<b>Midterm exam</b>
<ul style="list-style-type: none"> <li>No readings due</li> </ul>	
<b>Charismatic Approaches</b>	
<b>March 21</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>Conger, J. A. (2004). Charismatic theory. In G. R. Goethals, G. J. Sorenson, &amp; J. M. Burns (Eds.), <i>Encyclopedia of Leadership</i> (Vol. 1, pp. 162-167). SAGE Reference.</li> </ul>	
<b>March 23</b>	<b>Group 3 Illustration and Assessment</b>
<ul style="list-style-type: none"> <li>Antonakis, J., Fenley, M., &amp; Liechti, S. (2012). Learning charisma. Transform yourself into the person others want to follow. <i>Harvard Business Review</i>, 90(6), 127-30.</li> </ul>	
<b>FRIDAY MARCH 25 11:59 PM LEADERSHIP THEORY PAPER PART 1 DUE!</b>	
<b>Transformational Theories</b>	
<b>March 28</b>	<b>Group 4 Illustration and Assessment</b>
<ul style="list-style-type: none"> <li>Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend organizational and national boundaries? <i>American Psychologist</i>, 52(2), 130.</li> </ul>	
<b>March 30</b>	<b>Odd numbered groups submit reading response</b>



<ul style="list-style-type: none"> <li>• Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. <i>The Leadership Quarterly</i>, 10(2), 285-305.</li> </ul>	
<b>Power and Influence</b>	
<b>April 4</b>	<b>Group 5 Illustration and Assessment</b>
<ul style="list-style-type: none"> <li>• Forsyth, D. R. (2020). Power and Leadership. [Manuscript in preparation for publication]. Jepson School of Leadership Studies, University of Richmond.</li> </ul>	
<b>April 6</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>• Keltner, D. (2016). Don't let power corrupt you. <i>Harvard Business Review</i>, 94(10), 112-115.</li> </ul>	
<b>Adaptation and evolution</b>	
<b>April 11</b>	<b>Odd numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>• Forsyth, D. R. (2021). An Evolutionary Approach to Leadership. In <i>Theories of Leadership</i> (book manuscript). Jepson School of Leadership Studies, University of Richmond.</li> </ul>	
<b>April 13</b>	<b>Even numbered groups submit reading response</b>
<ul style="list-style-type: none"> <li>• Von Rueden, C., &amp; Van Vugt. M. (2015). Leadership in small-scale societies: Some implications for theory, research, and practice. <i>Leadership Quarterly</i>. 26(6). 978-990.</li> </ul>	
<b>Global Leadership</b>	
<b>April 18</b>	
<ul style="list-style-type: none"> <li>• Den Hartog, D. N., &amp; Dickson, M. W. (2018). Leadership, culture, and globalization. In J. Antonakis, A. T. Cianciolo, &amp; R. J. Sternberg (Eds.), <i>The nature of leadership</i> (pp. 327-353). Thousand Oaks, CA: Sage.</li> </ul>	
<ul style="list-style-type: none"> <li>• Brief Presentations</li> </ul>	
<b>April 20</b>	
<ul style="list-style-type: none"> <li>• Brief Presentations</li> </ul>	
<ul style="list-style-type: none"> <li>• Review for final exam</li> </ul>	
<b>Final Paper Due April 22 11:59 PM</b>	
<b>Spring Term Exams</b>	

**April 25 - April 30**