

# LDST 300: Theories and Models of Leadership

Fall 2023

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

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

Section 01: Mon, Wed 10:30-11:45  
Jepson 102

Section 02: Tues, Thur 9:00-10:15  
Jepson 107

CLASS WEBSITE: <https://blackboard.richmond.edu>  
INSTRUCTOR: Dr. Chris von Rueden  
EMAIL: [cvonrued@richmond.edu](mailto:cvonrued@richmond.edu)  
OFFICE: Jepson 235  
OFFICE HOURS: Tues, Thur 10:30-12:00 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** (15% of grade)

**By the start of each class period**, 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. You have 30 minutes to take each quiz, and you **must complete each quiz in one sitting**. You are not able to attempt the same quiz more than once. 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** (15% of grade)

Your discussion grade will depend on you attending classes on time, not leaving to use the bathroom during every class, participating in discussions on most class days, presenting on your final project, and presenting on readings when scheduled to do so. Students will present once during semester, according to their presentation number (see bolded numbers following most readings in the Reading Assignments section). There are also some opportunities to present twice, for extra credit.

Sign up for your presentation number here (first select the appropriate class section tab): [https://docs.google.com/spreadsheets/d/1aAI7TIEIyCB2TRNCRel\\_gMJJM8eAXYYuTK5HWwGaMI/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1aAI7TIEIyCB2TRNCRel_gMJJM8eAXYYuTK5HWwGaMI/edit?usp=sharing)

Requirements of presenters:

1. identify and describe the theory (theories) in the reading.

2. 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.
3. connect to theories we've discussed previously
4. 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**. Presentation software is not required. 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 and how well you address the four presentation requirements will factor into your discussion grade.

### 3. Midterm Exam (25% 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 two or 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:**

1. description of how leadership operates (whether officially or unofficially) within your organization
2. analysis of the traits and/or behaviors of leaders, which depend on the theory you're testing and the specific predictions you derive from that theory
3. leadership recommendations for the organization, given its goals and the situations in which group members interact

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. You are permitted to use generative AI for your final paper (generative AI includes tools such as ChatGPT, Bard, DALL-E, AlphaCode, Stable Diffusion,

Synthesia, Cohere Generate, and other emerging technologies), subject to the following conditions:

- explain in the Methods section the prompts you used
- explain in the Methods section how you evaluated and edited the AI output
- cite your use of AI. See here for advice: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

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, describe the organization you are studying, and present your prediction(s).
4. Methods, in which you describe how you observed your organization and interviewed its members, how you analyzed your data, and (if applicable) how you used generative AI in the writing of your paper.
5. Results, in which you describe what you found (**should include graphs, descriptive statistics, and results of at least one inferential statistical test**).
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>)

The paper will be **graded based on the following criteria:**

- followed instructions for the paper sections (listed above)
- appropriate research methods and statistical test(s)
- logical and well-organized defense of the prediction(s)
- accurate use of theory from class
- careful interpretation of your results

Two additional assignments will accompany your final paper: a peer review of your fellow group members, and informal presentations on your research to the class. The latter are ungraded, but low effort will negatively impact your Discussion grade. Further details about the final paper will be provided throughout the semester, but key dates to remember are:

- Oct 9/10: in-class discussion of group projects

- Oct. 25/26: organization selection due; human subjects training due
- Nov. 6/7 (by 9am on Blackboard): prediction(s) due
- Dec. 4/5, 6/7: in-class presentations
- Dec. 10 (by 5pm on Blackboard): final paper due

## 5. Final Exam (25% 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/Phones:** computers, phones, and other electronic devices are **not allowed** during classtime (excepting a disability accommodation requiring use of a computer to take notes). Restriction of laptops in particular may present a challenge, but there are benefits: more robust classroom discussion and better retention of information through handwritten-notetaking.
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/Honor System:** When writing your final paper and when studying for and taking the 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."

This means that no student is to use, rely on, or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), or is otherwise not the original work of the student for the specific assignment. Unauthorized assistance also includes

consulting tests provided by students from past classes. You can use generative AI, but only for the final paper and per the restrictions detailed in the final paper requirements.

[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://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (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).

**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) or 662-5001): The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are approved for academic accommodations must complete the following steps to implement their accommodations in each class: 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: [sl.richmond.edu/be](http://sl.richmond.edu/be). 2) Meet with each professor to create an accommodation implementation plan. It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation.

**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 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.

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## **Class Schedule and Reading Assignments**

### **PART 1: WHAT IS LEADERSHIP?**

Aug 28/29     **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>

Aug 30/31     **Leadership Theory**

- Forsyth, D.R. (2016). The nature and function of theories in the study of leadership. Working paper, Jepson School of Leadership Studies.
- Handout #1

Sep 4/5     **Evolution of Leadership**

- King, A., et al. (2009). The origins and evolution of leadership. *Current Biology*, 19, R911-R916.

### **PART 2: DOES LEADERSHIP MATTER?**

Sep 6/7     **Leadership in Laboratory Experiments**

- IN-CLASS EXERCISE: experimental game (bring laptop!)

Sep 11/12     **Leadership in Laboratory Experiments (continued)**

- Harrell, A. & Simpson, B. (2016). The dynamics of prosocial leadership: power and influence in collective action groups. *Social Forces*, 94, 1283-1308.
  - Mon/Wed section: **1**
  - Tues/Thur section: **1**

Sep 13/14     **Observations of Leadership: Small-Scale Societies**

- Glowacki, L. & von Rueden, C. (2015). Leadership solves collective action problems in small-scale societies. *Phil. Trans. Royal Society B*, 370, 20150010.
  - Mon/Wed section: **2**
  - Tues/Thur section: **2**

Sep 18/19     **Observations of Leadership: Pre-Modern States**

- Ottinger, S. & Voigtlander, N. (2022). History's masters: the effect of European monarchs on state performance. *National Bureau of Economic Research*, w28297.
  - Mon/Wed section: **3**
  - Tues/Thur section: **3**

Sep 20/21     **Observations of Leadership: Democracies**

- Jervis, R. (2013). Do leaders matter and how would we know? *Security Studies*, 22, 153-179.
  - Mon/Wed section: **4**
  - Tues/Thur section: **4**
- 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>

**PART 3: LEADER TRAITS**

Sep 25/26     **Physical Appearance**

- Antonakis, J. & Eubanks, D. (2017). Looking leadership in the face. *Current Directions in Psychological Science* 26, 270-275.
  - Mon/Wed section: **5**
  - Tues/Thur section: **5**

Sep 27/28     **Personality**

- Pendleton, D. & Furnham, A. (2012). The impact of personality on leadership. In *Leadership: All You Need To Know* (pp. 135-154). Springer.
  - Mon/Wed section: **6**



- Tues/Thur section: **6**
- Edelson, M. et al. (2018). Computational and neurobiological foundations of leadership decisions. *Science*, 361, eaat0036 (read summary page only).

#### **PART 4: LEADER BEHAVIOR**

Oct 2/3      **Transformational Leadership / Charisma**

- Bass, B. (1990). From transactional to transformational leadership: learning to share the vision. *Organizational Dynamics*, 18, 19-31.
  - Mon/Wed section: **7**
  - Tues/Thur section: **7**
- Antonakis, J. et al. (June 2012). Learning charisma. *Harvard Business Review*: <https://hbr.org/2012/06/learning-charisma-2>

Oct 4/5      **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.
  - Mon/Wed section: **8**
  - Tues/Thur section: **8**

Oct 9/10      **Group Project introduction / Review for MIDTERM EXAM**

Oct 11/12      **MIDTERM EXAM (in the classroom, on Blackboard)**

Oct 16/17      **NO CLASS**

#### **PART 5: DOING SOCIAL SCIENCE**

Oct 18/19      **Gathering Data**

- Simon, C. (Oct. 5, 2014). Berkson's Paradox: are handsome men really jerks? *Mathemathinking*: <http://corysimon.github.io/articles/berksons-paradox-are-handsome-men-really-jerks/>

- Handout #2
- Observation assignment (add your data to the googlesheet **by 3pm on Oct 22**)

Oct 23/24     **Analyzing Data**

- Bergstrom, C. & West, J. (2020). The susceptibility of science. In *Calling Bullshit* (pp. 206-241). Random House.
- Handout #3

**PART 6: SITUATIONAL FACTORS**

Oct 25/26     **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.
  - Mon/Wed section: **9**
  - Tues/Thur section: **9**
- GROUP PROJECT: organization selection due; human subjects training due (email me evidence of completion)

Oct 30/31     **Situations that Favor Leader Legitimacy**

- Hollander, E. (1993). Legitimacy, power, and influence: a perspective on relational features of leadership. In M. Chemers & R. Ayman (Eds.) *Leadership Theory and Research* (pp. 29-47). San Diego: Academic Press.
  - Mon/Wed section: **10**
  - Tues/Thur section: **10**

Nov 1/2     **Situations that Favor Prototypical Leaders**

- Hogg, M. et al. (2005). Effective leadership in salient groups: revisiting leader-member exchange theory from the perspective of the social identity theory of leadership. *Personality and Social Psychology Bulletin*, 31, 991-1004.
  - Mon/Wed section: **11**
  - Tues/Thur section: **11**

Nov 6/7     **Situations that Favor Autocratic Leaders**

- Gelfand, M. & Lorente, R. (2022). Threat, tightness, and the evolutionary appeal of populist leaders. In *The Psychology of Populism*.
  - Mon/Wed section: **12**
  - Tues/Thur section: **12**
- GROUP PROJECT: prediction(s) due (on Blackboard)

Nov 8/9      **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.
  - Mon/Wed section: **13**
  - Tues/Thur section: **Extra credit**

**PART 7: CULTURAL NORMS**

Nov 13/14      **Gender and Social Role Theory**

- Eagly, A. (2020). Once more: the rise of female leaders. *APA Research Brief*: <https://www.apa.org/topics/women-girls/female-leaders>
  - Mon/Wed section: **Extra credit**
  - Tues/Thur section: **Extra credit**
- Grant, A. (July 31, 2023). Women know exactly what they're doing when they use 'weak language'. *The New York Times*: <https://www.nytimes.com/2023/07/31/opinion/women-language-work.html>

Nov 15/16      **Individualist vs. Collectivist Norms**

- 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.
  - Mon/Wed section: **Extra credit**
  - Tues/Thur section: **Extra credit**

Nov 20/21      **NO CLASS**

Nov 22/23      **NO CLASS**

Nov 27/28    **Effecting Norm Change**

- Beaman, L. et al. (2012). Female leadership raises aspirations and educational attainment for girls: a policy experiment in India. *Science*, 335, 582-586.
  - Mon/Wed section: **Extra credit**
  - Tues/Thur section: **Extra credit**
- Chenoweth, E. & Belgioioso, M. (Aug. 5, 2019). The physics of dissent. *Nature*: <https://socialsciences.nature.com/posts/51786-the-physics-of-dissent>

Nov 29/30    **Effecting Norm Change (continued)**

- Kinzig, A. et al. (2013). Social norms and global environmental challenges: the complex interaction of behaviors, values, and policy. *BioScience* 63, 164-175.
  - Mon/Wed section: **Extra credit**
  - Tues/Thur section: **Extra credit**

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Dec 4/5    **Project Presentations**

Dec 6/7    **Project Presentations and Review for FINAL EXAM**

Dec 10    **FINAL PAPER due** (by 5pm, on Blackboard)

Dec 15    **M/W SECTION ONLY: FINAL EXAM** (9am-12pm, in classroom, on Blackboard)

Dec 18    **T/Th SECTION ONLY: FINAL EXAM** (9am-12pm, in classroom, on Blackboard)