LDST 300: Theories and Models of Leadership
Spring 2024

	Section 2	**Section 3**
Course Time	Monday/Wednesday 1.30-2.45	Monday/Wednesday 3.00-4.15
Course Location	Jepson Hall 103B	Jepson Hall 103B

Instructor and contacts

Dr. Guzel Garifullina (Dr. Guzel)
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Jepson Hall 130
Office hours: Wednesday 12-1 pm (drop-in) and by appointment
Schedule an in-person or Zoom meeting.

Course website: https://blackboard.richmond.edu

Course description and objectives
Building on LDST102 and other Jepson courses you have taken earlier, in this class we will discuss a variety of scientific theories of leadership – and engage in critical analysis of these theories. You will learn to evaluate theories and their applicability in specific situations. To do that, you will complete individual and group assignments that will give you hands-on experience of formulating theoretical expectations based on previous research, collecting relevant data in the outside world, and then critically evaluating your expectations using these data.

The course is split in two parts. In the first part of the semester, we will focus on the nature of scientific research, and specifically the key role of theory-building and theory-testing in producing reliable knowledge about the social world. At the same time, you will be engaging with selected studies on leadership to practice the skills introduced in class. In the second half of the semester, we will discuss several groups of theories and models of leadership. There are hundreds of approaches to leadership in a variety of contexts, and we will only focus on a representative sample. It will give you a wider context for the theories you have been exposed to so far – and build a foundation necessary to understand and evaluate any theories and ideas about leadership you will be encountering in your academic and professional life.

A key element of this course is a research project, in which you will explore a specific question about leadership relying on a selected theoretical approach, in a setting of your choice: a campus organization, a sample of Richmond students, an outside organization you reach out to, etc. The project will rely on group-based data collection and individual research reports. We will talk more about the projects in class, and you will start thinking about them and doing preparatory work from the very beginning of the semester. I will provide support throughout the entire process, and you will have several opportunities to present your progress and receive feedback.

Class format
In our two weekly meetings, we will combine lectures and in-class activities to give you the best chance to practice and apply the concepts we will be discussing. Class activities will rely heavily on assigned readings that I expect you to complete BEFORE the corresponding class meeting.

I expect you to attend all class meetings. You will see that we have a full schedule of assignments and activities for the semester. If you have to miss a class for any reason – it is your responsibility to make sure you have notes and to catch up with anything you missed. Don't disappear – as long as you stay in touch, I can suggest ways to help you stay on track. If you miss graded activities or assignments completed in class, you need to discuss with me the possibility of making it up, and I reserve the right to deny any such request.
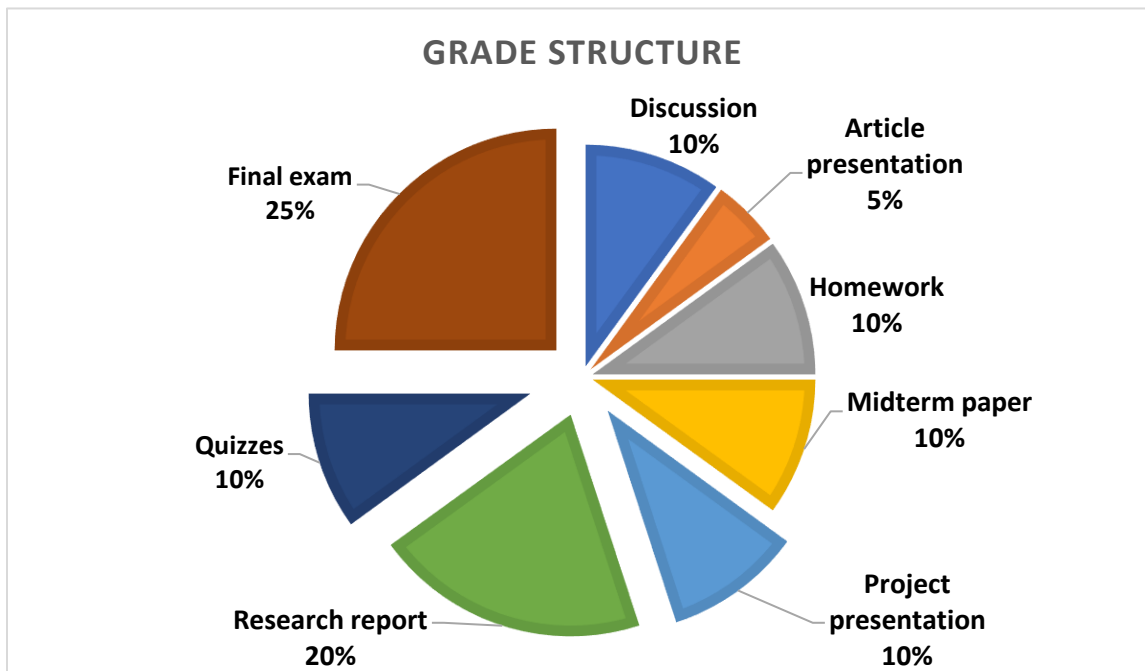
Reading

There are no required textbooks for this course. All materials will be available on the course website. You will be expected to do the assigned readings before the class meeting and be ready to discuss them and ask questions about them. Many of those readings will be academic articles in a variety of disciplines, so I expect and strongly encourage you to have questions – that way, you will gain the most from them.

The readings in the class schedule provided below are subject to change. I will make sure to inform you beforehand about any changes. Readings on Blackboard always reflect the most recent version of the syllabus.

Grading and grade structure

Your final course grade will be calculated by adding up the points you earn for each of the assignments throughout the semester. I will use the standard scale to convert this final number into a letter grade:

A+	98-100	B+	88-89	C+	78-79	D+	68-69	F	<60
A	94-97	B	84-87	C	74-77	D	64-67		
A-	90-93	B-	80-83	C-	70-73	D-	60-63		

GRADE STRUCTURE

- Discussion 10%
- Article presentation 5%
- Homework 10%
- Midterm paper 10%
- Project presentation 10%
- Research report 20%
- Quizzes 10%
- Final exam 25%

Assignments/graded activities

There is a maximum of 100 points you can get for all the assignments in this class. The point value of each assignment/graded activity is shown below.

1. Discussion (10 points)

I expect you to come to class having read the assigned readings. I will post discussion questions for each reading online – and I expect you to be able to contribute to class discussion along those questions. I will also give you an opportunity to ask clarifying questions and propose your own topics and questions for discussion in class – those contributions will be taken into account when I am assigning discussion scores for the class.

Other ways of engaging with class material, such as participating in group work and in-class discussion of the assignments, stopping by during office hours to ask a question, or emailing me for a clarification, will also contribute to your discussion score.

2. Deconstructing research assignments
   a. Group presentation on an article (5 points)

By the end of Week 2, each of you will choose one of the articles I will post on Blackboard to analyze throughout the first half of the semester. There are 4 articles, and we will have 4 presentation groups, each working with one article.

Each of the 4 groups will prepare a presentation on their article, discussing its elements and main takeaways. This will happen in Week 3 of the class and will help everyone in the class to get a summary of four different approaches to leadership. Presentations will be followed by a class discussion.

   b. 2 homework assignments (10 points)

As you continue examining the article of your choice, you will complete 2 homework assignments. For each assignment, you will be answering a set of questions about an article using the things we discuss in class.

You can work on those in the same groups you formed for the presentations – but you can also work on your own, or in smaller groups. You write and submit the homework assignments individually, and that's how they are graded as well.

   c. Midterm paper (10 points)

Instead of a midterm exam, you will write a short reflection piece (3 pages) that will rely on your analysis of the article that you chose. In that brief paper, you will (1) discuss the applicability of the theory you identified in your article across different contexts outside of the setting explored in the article, (2) suggest two alternative approaches to data collection and two sets of original theoretical predictions informed by the theory in the article. My feedback on this assignment will be helpful as you work on your final research projects.

3. Final project

A final research project is the key element of this course. It will give you a chance to demonstrate your ability to use scientifically backed theories of leadership to guide your exploration of real-life contexts.

Final projects will combine group work and individual work. You will collect the data as a group to create a rich dataset. Each of you will be only using some of the data your group collects by focusing on a few variables of your choosing, having formulated your own research question and theoretical predictions.

Groups are formed based on specific data you want to collect, and each group should include 4-6 students. As you are deciding on your groups, you will think of a setting you want to analyze, and the data you want to collect, and some options include:

- An organization on campus
- An outside leader and their followers (e.g. a supervisor and several of their subordinates, a coach/team captain and a few of their team members, etc.); that can be someone you know or reach out to: in person, on LinkedIn, etc.
- A sample of Richmond students
- As a general recommendation, aim to have at least 30 participants/subjects in your study. We will discuss it in class, and the final number would depend on your data collection methods.

You need to form the project groups by the end of Week 4. You will discuss your project as a group, reach out to individuals or organizations you want to study, and start planning data collection. We will also discuss your group plans and individual ideas in class, to make sure each groups collects relevant data.

After the spring break, you will write up your research questions and theoretical predictions and submit them as individual drafts. At the same time, you will finalize your data collection procedures as a group. Once you have everything ready, you will collect data by observing or interviewing your participants, conducting a survey, or maybe a small lab experiment. We will discuss different methods of data collection in class, and you will choose whatever method or multiple methods are the most appropriate for your specific setting, theoretical approach, and questions you want to explore. Working in groups at this stage will help you collect more data – and ensure its quality.

The final project will include three graded assignments, each focusing on a separate part of your work:

    a. Group presentation on context and data (10 points)
        i. During that presentation, each group member will also explain their research question(s) and how they use the data collected to address it.
        ii. When grading these presentations, I will also evaluate the data collection procedures you used and your ability to explain these procedures
    b. Individual research report (20 points)

i. Draft on theoretical predictions and variables (10 points*)
    ii. Final report (10 points*)

If you are not happy with your draft grade and you address my concerns from the comments on your draft in your final report, you will have an option of dropping the draft grade entirely and getting 20% of your final grade from the final report.

Final project deadlines (shaded rows indicate graded assignments):

Stage	Deadline
Form project groups	February 7
In-class discussion of group projects and ideas on data collection	February 28
Submit individual drafts on theoretical predictions and variables	March 20
Finalize a setting for your group's data collection and confirm their willingness to participate. Group data collection procedures due.	March 25
In-class group presentations on your data	April 15-17
Submit individual final research report	April 30

I will provide guidelines for all individual stages and assignments in class.

4. Quizzes (10 points)

In the second part of the semester, there will be three reading quizzes. Their goal is to make sure you understand the key ideas from the class readings and can compare and analyze them. The quizzes will include multiple-choice and short answer questions and will be completed in class. They will also help you prepare for the final exam, which will have the same format of the questions.

Each quiz is worth 4 points (for a total of 12). You need 10 points to receive full credit for the quizzes – so you don't need to be perfect on all of them to get full score.

5. Final exam (25 points)

The final exam will consist of multiple-choice and short-answer questions. It will be cumulative, with a heavier emphasis on the second part of the semester. The questions will require you to demonstrate understanding of the concepts from class lectures and readings, be able to compare and analyze the main ideas from the class material, critically engage with the theories of leadership we will cover in the second part of the semester.

Weekly schedule

Week	Class	Lecture topic(s)	Required reading	Due dates (default 11.59 pm)
	Weeks 1-2: What is leadership? What are leadership theories?			
Week 1	Wednesday January 17	Introductions	See first day slides on Blackboard	
Week 2	Monday January 22	What is leadership? What is a theory?	Forsyth (2016)	
	Wednesday January 24	Questions in leadership research. How to read and understand research	Jordan and Zanna (2004)	Selection of a research article due by 11.59 pm (link on Blackboard)
	Weeks 3-4: Research design in social sciences. The role of theory			
Week 3	Monday January 29	Causal and descriptive research questions. Independent and dependent variables	McComas (1995)	
	Wednesday January 31	Group presentations on research articles. Discussion: alternative data and application of theories	Read the article you signed up for and prepare a group presentation on it.	Group presentations on articles (in class)
Week 4	Monday February 5	Experimental and observational research designs	Political Research (Halperin & Heath): Chapter 6 "Research Design" (pp.159-163) Eden (2020)	
	Wednesday February 7	The ethics of research. Informed consent and confidentiality.	Applied perspective: consent in UX research (video)	Homework 1 due by 11.59 pm (Blackboard)

			BERA case study: unintended consequences of research	Project groups for the final project due (link on Blackboard)
	Weeks 5-7: Fundamentals of data collection and analysis			
Week 5	Monday February 12	Quantitative and qualitative data. Documents as data. In-class exercise on observation	Political Research (Halperin & Heath): Chapter 13 "Ethnography and Participant Observation" (pp.340-346, 352-359)	
	Wednesday February 14	Interviews In-class exercise on interviews	Political Research (Halperin & Heath): Chapter 12 "Interviewing and Focus Groups" (pp.312-322, 329-333)	Homework 2 due by 11.59 pm (Blackboard)
Week 6	Monday February 19	Surveys In-class exercise on survey design	Political Research (Halperin & Heath): Chapter 11 "Surveys" (pp.284-291)	
	Wednesday February 21	Lab experiments In-class lab experiment	Sy et al (2005)	
Week 7	Monday February 26	Quantitative and qualitative data analysis. How can we learn from data?	Hulpia and Devos (2009)	
	Wednesday February 28	Basic inferential statistics.	Review Purdue Owl Guide on writing with statistics Read the User Guide to the *Giant Database of Dogs*	
	Week 8: Review and catch-up			
Week 8	Monday March 4	In-class discussion of group projects and ideas on data		Ideas for group projects and data collection (in class)

		collection. Brainstorming individual projects using shared data		
	Wednesday March 6	Workshop: formulating theoretical predictions		Midterm paper due by 11.59 pm (Blackboard)
March 8-17: Spring break				
Week 10: Traits approaches to leadership				
Week 10	Monday March 18	Physical appearance	Sussman, Petkova, and Todorov (2013)	
	Wednesday March 20	Personality traits. The Big Five. Dominance.	Anderson et al. (2020)	Individual drafts on theoretical predictions and variables due by 11.59 pm (Blackboard)
Week 11: Behavior-focused approaches to leadership				
Week 11	Monday March 25	Charismatic leadership	Selb and Munzert (2018)	Group data collection procedures due by 11.59 pm (Blackboard)
	Wednesday March 27	Transformational and transactional leadership	Bass, Avolio, and Atwater (1996)	Reading quiz 1 (in class)
Week 12: Followership				
Week 12	Monday April 1	Followership. Identity of followers	Steffens et al. (2018)	
	Wednesday April 3	Obedience, ethical leadership, and followers	Carsten and Uhl-Bien (2013)	Reading quiz 2 (in class)
Week 13: Situational factors and leadership				
Week 13	Monday April 8	Context and shifting demand for leadership traits	Hasty and Maner (2023)	
	Wednesday April 10	Context and leader behavior	Chemers (1997)	Reading quiz 3 (in class)
Weeks 14-15: Bringing it all together				
Week 14	Monday April 15	Group presentations on data collected and individual projects		Group data presentations (in class)

	Wednesday April 17	Group presentations on data collected and individual projects (continued)		
Week 15	Monday April 22	What do leadership theories help us do?	Pande (2020)	
	Wednesday April 24	Final review		

Resources for success

If you have any concerns or difficulties in this course, please reach out to me. There is a lot we can do to make sure you stay on track – particularly if you let me know early. You should not struggle in this course – it should be challenging for sure, but manageable.

When you contact me, I can either help you or direct you to other people on campus with specialized training and resources. Here are some of the university services that may be of particular help:

Writing and Speaking Resources
>Students are encouraged to take advantage of the resources made available through the Writing Center and Speech Center while working on course assignments:
>• You can make appointments with a consultant at the Writing Center online: https://writing.richmond.edu/appointments/index.html
>• You will also find helpful resources for writing on the Writing Center's website: https://writing.richmond.edu/writing-resources/index.html
>• You can make individual appointments with a consultant at the Speech Center online: https://speech.richmond.edu/appointments/index.html
>• You will also find helpful resources about speaking on the Speech Center's website: https://speech.richmond.edu/services/index.html

Other Resources
Academic Skills Center (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) and Hope Walton (hwalton@richmond.edu) for coaching appointments in academic and life skills.

Boatwright Library Research Librarians (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 (libguides.richmond.edu). 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).

Career Services (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 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 and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (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.

Course policies

Academic Integrity and Collaboration
Discussion and the exchange of ideas are vital for any intellectual community. For the written assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics or seek advice from your peers. However, you should ensure that any written work you submit is the result of your own research and writing. You should also adhere to standard citation practices in the discipline by properly citing any written works that you reference in your assignments. You will be expected to pursue your academic studies with integrity and must follow the Honor Code. The shortened version of the honor pledge is the following: "I pledge that I have neither received nor given unauthorized assistance during the completion of this work."
All assignments are expected to be the student's original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences. 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), produced by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission).
Generative AI
The Honor Code prohibits the use of any unauthorized assistance. For this course, the use of text-generating artificial intelligence tools (such as but not limited to ChatGPT) is considered unauthorized assistance, and using it in connection with any assignment that you submit to me will be considered an Honor Code violation. This includes the use of generative AI for any stage of the work from conception to completion.

If you have any questions regarding the appropriate use of sources or tools – you can always reach out to the instructor to make sure you do it correctly.

Late Policy for Assignments
All assignments are due at 11:59 pm on the designated date, unless stated otherwise.
- For all written assignments, there is a 3-day *no-questions-asked grace period*. That is, as long as you submit your midterm paper/draft of theoretical predictions/final report within

72 hours of the posted deadline, you don't need to ask for permission, notify me, or explain anything to me.

- If you can't submit it within that period and need an extension, contact me as soon as you can and <u>before</u> the end of the grace period. Extensions are granted depending on particular circumstances, for medical and other emergencies.
- If you didn't contact me in a timely manner or did not receive an extension, you can still submit the assignment and receive partial credit. There will be a 5% grade penalty for each day after the 3-day grace period.

Religious Observance

If you need accommodations for religious observance, please make sure to let me know within the first two weeks of classes: www.registrar.richmond.edu/planning/religiousobs.html

Course Accessibility

Students with a Disability Accommodation Notice should let me know as early as possible to discuss the necessary arrangements for the successful completion of this course.

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:

- 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.
- Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

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. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

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

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[1]. Recent research has found that, when professors do not address microaggressions in class,

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[1] 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

microaggressions foster alienation of marginalized groups[2]. Furthermore, both students and faculty who are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world)[3].

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[4]. With this in mind, community members at the University of Richmond should aim to address microaggressions in the classroom by holding themselves, 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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[2] Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting College Student Development through Collaborative Learning: A Case Study of Hevruta. *About Campus, 15*, 19-25. https://doi.org/10.1002/abc.20044

[3] 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

[4] 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