

**UNIVERSITY OF TEXAS AT DALLAS**  
**School of Economic, Political and Policy Sciences**

**Public and Nonprofit Management Program**

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**PA 7305 Ph.D. Seminar**

**Leadership and Change in Public and Nonprofit Organizations**

**Course Outline**

Fall 2022

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Class Meeting: Tuesday 7:00pm – 9:45pm, August 22 to December 8, 2022

Instructor: Abraham David Benavides, Ph.D.  
E-mail: [benavides@utdallas.edu](mailto:benavides@utdallas.edu)  
Telephone: 940-367-6063  
Office: Green Hall 3.804  
Class Room: Green Hall 4.204  
Office Hours: Tuesdays 4:00pm – 6:00pm in office, Zoom, before or after class or by appointment

## **Introduction**

We live in an era of unprecedented social, organizational and technological change. The dynamics of these changes create continuing and emerging challenges for both leaders and organizations. This class affords students a view of these contemporary challenges from both scholarly and applied perspectives. Both the literatures of leadership and organizational change are explored as means for developing an integrated view of the study and practice of both leadership and organizational change.

The literature of leadership is explored from historical, developmental and normative perspectives. The goal with exploring this literature is to appreciate the multiple competing theories of leadership and the role of culture, politics and ideology in studying leadership. We also examine leadership from systems level perspective exploring the biopsychosocial systems that influence leadership emergence and follower attributes.

The nature of change has been a topic of philosophical discussion throughout much of human history. Ancient philosophers, such as Heraclitus and Thucydides, explored change in natural and cultural processes. In the modern era scholars such as Hegel and Darwin developed new lenses for viewing change. The acceleration of change in the contemporary developed world creates a demand for knowledge of the intricacies and processes of institutional and organizational change. The organizational and institutional capacity for change becomes an empirical question of import to leaders across all governance systems.

This class provides students with the knowledge of various models of leadership and organizational change processes. This knowledge will enrich student scholarship and enhance their ability to lead and serve as agents of change. Understanding the theoretical and historical foundations of leadership and organizational change scholarship will provide students insights into the prospects and limitations of both endeavors.

Students will take from this course an improved appreciation for the various models and theories of leadership and organizational change. Students will also take from this course a variety of skills and tools for engaging in actual organizational change efforts. These skills and tools are directly applicable to real-world change efforts. The course thus seeks to accommodate the theoretical and applicable mission of the doctoral program.

### **Course Goals:**

- (1) introduce students to the study of leadership and organizational change as fields of study
- (2) acquaint students with the contemporary literature of leadership and organizational change
- (3) prepare students to conduct research in the fields of leadership and organizational change
- (4) provide students with knowledge of a systematic approach to organizational change
- (5) familiarize students with the intellectual, behavioral and emotional demands of leadership, organizational and institutional change in the 21st century
- (6) provide students with practical means for improving their leadership repertoires and their change leadership skills
- (7) to help students recognize when they are in the presence of functional or dysfunctional leadership.

## Anti-Bias Statement

As members of the UTD community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UTD does not tolerate identity-based discrimination, harassment, and retaliation. UTD's full Non-Discrimination Policy can be found in the UTD Policies section of the syllabus below.

The Public and Nonprofit Management Program believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

## Rules of Engagement

***Although most of the subject matter in this course is not controversial, it is expected that students will respect the views of others and treat others with dignity. At this level of your education, it is assumed you can talk about and debate issues of controversy without insulting or demeaning others. Students that display this latter behavior will be asked to leave the class. The professor is the ultimate authority in the classroom.***

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use "I" statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual's experiences.
- Use your critical thinking skills to challenge other people's ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as "YELLING!"
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using "text-talk" unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.
- We are a small class so I expect a lot of dialogue; and that communication should be respectful in every way.
- When speaking with the public, in group projects, I expect there to be courtesy and respect in all encounters. You represent UTD and you should be on your best behavior.

## Reading Materials

Montgomery Van Wart (2017) *Leadership in Public Organizations: An Introduction*. UK: Taylor & Francis. ISBN: 9780765647023

J. Patrick Dobel (2018) *Public Leadership Ethics: A Management Approach*. Routledge Taylor Francis Group. ISBN 9781138485471

Articles and Book chapters will be made available in e-Learning the first week of class. However, most readings can be downloaded from the internet. Additionally, many of the books cited and other materials for this course are available in the library. Most of the articles can be found in UTD's electronic resources.

It is always a good idea to have a quick look at other articles found in the electronic resources. This is often a good way of finding materials that might be relevant to your dissertation and/or other assignments. Students are encouraged to read further than the list of references given in this reading list. Sources of further information can be identified by looking at the bibliographies/references at the end of articles or books.

**Leadership and Change Management Journals:** The best research on leadership is found in journals such as *The Leadership Quarterly*, *Academy of Management Review*, *Public Administration Review*, *Nonprofit and Voluntary Sector Review*, *Nonprofit Management and Leadership* and numerous organizational behavior and psychology journals. There are several quality journals with a change management focus. Examples of these journals are the *Journal of Change Management*, the *Journal of Organizational Change Management*, *Leadership and Organizational Development Journal*, *The Learning Organization*, the *Journal of Organizational Transformation and Social Change* and the *International Journal of Knowledge, Culture and Change Management*. All of the leading public administration, nonprofit and business management journals also include articles on the topic of organizational change and leadership.

## Course Requirements and Grading

The class sessions will be interactive and delivery will comprise of individual presentations and group discussions. Taught as a seminar, each student takes responsibility for leading class discussions on selected leadership and change topics and writings. In general, the instructor will introduce the pertinent subject matter and tie together the various readings on a topic, but the student (you) will be expected to actively participate in the class discussions. This expectation is premised on the belief that you learn better by participating and regulating your own thoughts. Also, your active participation makes the class interesting and beneficial to everyone as we learn from each other, thus, it is important that you complete the required readings by the date assigned and comprehend the materials in the readings.

The primary purpose of the course is to enable students to read the original literature extensively, to discuss its historical context, and to develop a basis for sound conjecture about current and future needs in the theory of the field. Evaluation of students' mastery of the course content will be done through leadership of classroom discussions on designated topics, weekly response to discussion topics (via email/Blackboard), a book review, a paper, and two sets of essay questions (exams) to be distributed in class.

## **Preparing for Discussion Question and Facilitating Seminar Discussion**

For each class, selected students (name in bold in front of the reading assignment) will facilitate a discussion on their assigned reading. The facilitator's first task is to read the article and prepare a minimum of 5 questions about the reading. Once they are adequately prepared, you will send them to the professor and your classmates via email or post on Blackboard on Monday evening. Students will thus have the evening and the next full day to ponder them. Your seminar questions should be designed to provoke discussion. Questions that ask classmates to recite an author's definitions or to list the component parts of some list the author provides are inappropriate, as are questions that permit dichotomous answers. Instead, you should attempt to pose questions that engage different approaches when examining management change and leadership. Asking questions is part of the academic and scientific process that we are engaged in.

Your second task is to facilitate the discussion on the assigned reading for a particular date. The purpose of facilitating the discussion is *not* to completely summarize the content of the readings (but some of this will be necessary) but to illicit comments from colleagues through the questions that you ask. Each seminar will indicate how ideas in that particular reading relate to others in the same week. Facilitators who fail to follow these guidelines will be redirected by the instructor. In other words, I will be there to help so that the class will go smoothly.

## **Weekly Response (Reflection)**

Each student will also share a one-page (500 words) comment or (reflection) highlighting the major arguments of the readings. You will e-mail/post to Blackboard your reflection to me and the group in advance (by Tuesday afternoon: **no later than 3:00pm**). Since the class will focus on discussion about the readings, it is imperative that you read the articles and come to class prepared to talk. You will not progress in your ability to improve in the graded aspects of this course, in preparation for the qualifying exam, and especially in a professional doctoral career, if you do not participate in the discussion. The seminar will raise critical issues and questions regarding the readings for class discussion. For instance:

- What is the main idea of the reading?
- What questions were asked by the author(s)? Were the major concepts operationalized, induced quantitatively or qualitatively, generated from armchair theorizing, or derived in some other way?
- If research was involved, how were the research questions tested or answered?
- What were the strengths and weakness of this work?
- What are the major implications from this work?
- What else needs to be done in this area in the future?

## **Research Paper**

A major part of the work of an academic is to write – our currency is publications. In other courses in this program you will be required to write a literature review that examines the intellectual development of an important issue or field of specialization within public administration. The focus will be limited and a structure will be provided for you to guide you in the process. By your second year you will be expected to do this on your own. In this course, you will be exposed to various research projects and articles and your assignment will be to draft the beginnings of a “real” research paper. The primary requirement or deliverable at the end of the course will be a literature review of a paper up to and possibly including a methods section. The professor will work closely with students giving them guidance on exactly what needs to be done. The instruction begins on the first day of class with the selection of a topic and the drafting a thesis statement. All topics are welcome. The finished project will be due December 6, 2022.

Periodic meetings throughout the semester will be scheduled one-on-one with the professor to follow-up on your progress. You will present the research in class for 10-12 minutes on **beginning on November 29<sup>th</sup>**. The work should be of publishable quality. The whole class will have a chance to make constructive comments after the presentation.

### **Midterm and Final Essay Assignments**

At two points in the semester I will assign a brief set of essay questions of the type that might appear in the qualifying exam. The Mid-Term will be distributed by 5:00pm on **October 05**. I will provide the questions and instructions approximately one week in advance of each due date. In this case this exam is due on **October 11, 10:00pm**. These questions will afford you some limited selection. Your answers should be doubled spaced, using standard 1-inch margins and 12-point font in a proportional font such as Times Roman. Note that you are limited to write a total of fifteen (12) pages excluding the reference page—I will not read your answer beyond the 12<sup>th</sup> page. Please do not tinker with font size and margins. All questions will be equally weighted; they will be graded on the quality of the arguments, the organization of the essay, adequate use of existing literature, grammar, and spelling. These same requirements apply to the final. The final will be distributed on **November 22** and Due **December 13** by 10:00pm.

### **Book Review**

Each student will select a book to review approved in advance by the professor. Because there is so much material to cover in a course such as this it is very rare that students are given the opportunity to go back and read the original sources. This assignment seeks to fill that void. Book reviews must be no less than 10 pages and copies of the review must be furnished to all class participants. On **November 15**, each student will take some time in class and review their book with the other students.

### **Grading**

The grade for the course will be determined as follows:

Weekly Reflections	12 %
Research Project	25 %
Midterm Exam	20%
Take-home Final Exam	23 %
Presentations and Participation	10 %
Book Review and Discussion	10%

- A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria).
- B: 80-89% (Good, impressive work. The student performs above the minimum criteria).
- C: 70-79% (Solid, college-level work. The student meets the criteria of the assignment).
- D: 60-69% (Below average work. The student fails to meet the minimum criteria).
- F: 59 and below (sub-par work. The student fails to complete the assignment).

### **GENERAL COURSE POLICIES:**

#### **(1) Face Coverings**

UTD encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions. The use of face coverings has

proven to reduce the spread of diseases, including COVID-19. All students and faculty are welcome to wear a face covering in class or on campus to protect themselves and others from COVID-19.

(2) **Assignments** although this is a face-to-face course, please turn in all assignments including exams via Blackboard. This feature will allow all of us to keep track of assignments and you will have up to date information on your grades. I will do my best to grade assignments in a timely manner.

(3) **Class attendance and participation** are expected in this course. Borderline grades will be determined on the basis of meaningful class participation (remember, we learn from one another). It is a small class and we will all have the opportunity to participate. Nevertheless, if you are feeling sick, please stay home. Because of the realities of COVID-19, all professors at UTD are being asked to create a seating chart and take role for each class period. Therefore, pick a good seat early because that will be your seat for the whole semester. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

(4) **Late Work.** Just as you would expect to turn in a work assignment in a timely manner, so also should you submit class assignments in a timely manner. Late work will be subject to a penalty of a grade-a-day deduction unless an arrangement is made well in advance of the due date of an assignment.

(5) **Class Conduct.** Because the content of the class may be controversial to some, please be aware that I must warn individuals repeatedly for being extremely disruptive during a class period, I will ask them to leave and they will be counted as absent for that day. Repeated transgressions of conduct will give you a lower letter grade than you would otherwise earn, and severe repeated transgressions will cause you to be dropped from the course with a letter grade of F. Students engaging in unacceptable behavior will be referred to the Dean of Students.

(6) **Annoyances.** Please don't talk while I lecture, have a guest lecturer, or other students are talking. Allow everyone to hear what is being discussed in class. Frequently being late, leaving class early, discourteous behavior, etc. will cost you points for that day. Class is over at 9:45pm. I do not have to be reminded by shuffling books and papers toward the end of class.

(7) The use of **computers** in class for note taking is acceptable. However, please do not surf the web, type memos/papers, do other homework, email, instant message, Facebook, etc. Again: Please do not send email messages, scan the Internet, play electronic games, etc., during class time. Violations will result in being asked to put away their computers or leave the class and a grade reduction for that day.

(8) Turn off your **cell phones** and other ringing thingamajigs or place them on silent during class. Do not send or read text messages during class. Your phone should be adjusted to a non-intrusive setting if you are on-call and must have your phone activated during class. Please let me know if this is the case. Failure to observe this caution will result in a grade reduction.

(9) **Withdrawals.** Students may withdraw from the course, but the student is responsible to follow university procedures. The instructor is not responsible for your failure to meet withdrawal deadlines.

(10) **Academic Honesty** is expected. An act of academic dishonesty will result in a grade of zero on the assignment, a probable failing grade in the course, and a recommendation of additional disciplinary

action. In the event of suspected academic dishonesty, I may substitute a quiz, examination or assignment for the work in question.

(11) **Changes in Syllabus** may need to be made to accommodate emergencies, guest speakers, and other shifts. This is up to the discretion of the professor of the course. Should the need for changes occur, I will inform the class as soon as possible of any changes to readings and assignments. The assignments for the course and the readings are in eLearning. Therefore, should the class have to move to remote (for any reason including COVID-19 related variants) we would continue having class via Zoom on our scheduled class time (synchronous). The professor will send to all students a Zoom invitation.

## **Course Topics and Reading Assignments**

### **August 23 Introduction**

- Introductions
- Distribution of syllabus
- Course Overview & Expectations
- Official research projects selected today
- Discussion on research paper structure
- Brief lecture and discussion on the field – Dr. Benavides

### **August 30 Understanding Theories of Leadership and Leadership Styles Student Facilitator in bold**

**Jyoti** Van Wart Chapter 1

**Zachary** Van Wart Chapter 2

**Dragana** Why leadership of public leadership research matters: and what to do about it, Crosby and Bryson, *Public Management Review*, July 2017.

**Moise** The Leadership Styles of Men and Women – Has the Perception Regarding Female Leaders Changed?, Nassar et. al., *Journal of U.S.-China, Public Administration*, March-April 2021.

**Travis** Is complexity Leadership Theory Complex Enough? A critical appraisal, some modifications and suggestions for further research, Turkish, *Organization Studies*, July 2018.

### **September 06 Early Management, Trait, Stratified Systems, and Transactional Theories of Leadership Student Facilitator in bold**

**Qi** Van Wart Chapter 3

**Tianyi** Enriching Transactional Leadership with Public Values, *PAR* February 2022 Nguyen et. al.

**James** Can Leadership Training Improve Organizational Effectiveness? Evidence from a Randomized Field Experiment on Transformational and Transactional Leadership, Jacobsen et. al. *PAR* January 2021.

**Seongdeok** The Role of Transformational and Transactional Leadership Approaches on Environmental and Ethical Aspects of CSR, Changer & Atan, *Sustainability*, January 2021.

**Robert** Transformational Leadership, Transactional Leadership, and Moral Reasoning, Berkovich & Eyal, *Leadership & Policy in School*, March 2019.

**September 13 Charismatic and Transformational Approaches and Distributed Approach to Leadership**  
**Student Facilitator in bold**

**Nabila** Van Wart Chapter 4

**Kayla** Van Wart Chapter 5

**Alice** Transformational leadership for public service motivation, Davide de Gennaro, *Journal of Economic and Administrative Sciences*, May 2019.

**Namrta** Populism and Public Administration: Confronting the Administrative State, Peters & Pierre, *Administration and Society*, September 2019.

**Savannah** Communicating the vision: How Face-to-face dialogue facilitates transformational leadership, Jensen & Moynihan, *Public Administration*, 2018.

**September 20 Ethics-Based Leadership Theories**  
**Student Facilitator in bold**

**Jinju** Van War Chapter 6

**Yi** Dobel J.P. Intro and Chapter 1 The Purpose of Ethics in Organizations

**Youngseok** J.P. Dobel Chapter 2 Managers Lead

**Abdollah** J.P. Dobel Chapter 3 Acting with Integrity

**Joyoti** J.P. Dobel Chapter 4 Building an Ethical Organization

**Zachary** J.P. Dobel Chapter 5 Leadership Values

**Dragana** J.P. Dobel Chapter 6 Unethical Behavior and Ethical Slippage

**Moise** J.P. Dobel Chapter 7 Value Driven Leading: Thinking in Multiple Dimensions and Conclusion

**September 27 Leadership Approaches Focusing on Influence, Attribution, and a Changing Environment**  
**Student Facilitator in bold**

**Travis** Van Wart Chapter 7

**Qi** The COVID-19 pandemic as a game changer for public administration and leadership? The need for robust governance responses to turbulent problems, Ansell et. al., *Public Management Review*, September 2020.

**Tianyi** Commitment to public values, charismatic leadership attributions, and employee turnover in street-level bureaucracies, Tavares, Sobral & Wright, *JPART*, 202.

**James** Are Servant Leaders Appreciated? An Investigation of how relational attributions influence employee feelings of gratitude and prosocial behaviors, Sun et. al., *Journal of Organizational Behavior*, January 2019.

**Seongdeok** Empowering Leadership, Risk-Taking Behavior, and Employees' Commitment to Organizational Change: The Mediated Moderating Role of Task Complexity, Jung et.al., *Sustainability*, March 2020.

## **October 04 Competency-Based Leadership Approaches and Traits that Contribute to Leader Effectiveness** **Student Facilitator in bold**

**Robert** Van Wart Chapter 8

**Nabila** Van Wart Chapter 9

**Kayla** Beyond a Numbers Game? Impact of Diversity and Inclusion on the Perception of Organizational Justice, Hoang et. al. *PAR* 2022.

**Alice** Chapter 11 Leadership, Managerial Roles, And Organizational Culture in *Understanding and Managing Public Organizations*. Hal Rainey.

**Namrta** Collaborative Crisis Management and Leadership in the Public Sector, Kapucu & Ustun, *International Journal of Public Administration*, February 2017.

## **October 11 Midterm Examination**

## **October 18 Skills That Contribute to Leader Effectiveness** **Student Facilitator in bold**

**Savannah** Van Wart Chapter 10

**Jinju** Responsive Management: Municipal Leadership for an Aging Population, Keyes & Benavides *Journal of Public Management and Social Policy*, May 2020 Volume 26, Issue 2, Article 2, p. 1-21.

**Yi** Can Public Leadership Increase Public Service Motivation and Job Performance?, Schwarz et. al. *PAR* April 2020.

**Youngseok** Bending the Arc of nonprofit leadership towards justice: Impacts of racial representation and organizational publicness on diversifying executive leadership, LeRoux and Medina, *PAR* June 2022.

**Abdollah** A descriptive case study of effective decision-making of a local government organization in the United States of America, Capler, *International Journal of Public Leadership*, May 2020.

## **October 25 Assessments by Leaders and the Goals to Which They Lead** **Student Facilitator in bold**

**Jyoti** Van Wart Chapter 11

**Zachary** Testing the Influence of Autocratic Leadership, Democratic Leadership, and Public Service Motivation on Citizen Ratings of an Agency Head's Performance, Caillier, *PPMR* February 2020.

**Dragana** Public administration, public leadership and the construction of public value in the age of the algorithm and 'big data,' Andrews, *Public Administration*, August 2018.

**Moise** Collaborative Leadership and Organizational Performance: Assessing the Structural Relation in a Public Service Agency, Hsieh & Liou, *Review of Public Personnel Administration*, January 2016.

**Travis** Lean and Six Sigma practices in the public sector: a review, Rodgers & Antony, *International Journal of Quality & Reliability*, March 2019.

## **November 01 Task, People and Organization-Oriented Behaviors** **Student Facilitator in bold**

**Qi** Van Wart Chapter 12

**Tianyi** Van Wart Chapter 13

**James** Van Wart Chapter 14

**Seongdeok** Gender Differences in the Leadership Styles of MPA Directors, Sabharwal, *Journal of Public Affairs Education*, 23 (3) 869-884.

**Robert** From Glass Ceiling to Glass Cliff: Women in Senior Executive Service, Sabharwal, *JPART* 25:399-426.

## **November 08 Leadership Development and Evaluation** **Student Facilitator in bold**

**Nabila** Van Wart Chapter 15

**Kayla** Leadership that Gets Results, Daniel Goldman *Harvard Business Review* Product Number 4487, 2000.

**Alice** Leadership: The demise and rebirth of charisma in public administration and management research, Chapter 15 in *Handbook of Theories of Public Administration and Management* Edited by Thomas A. Bryer.

**Namrta** How to Influence the professional discretion of street-level bureaucrats: transformational leadership, organizational learning, and professionalization strategies in the delivery of social assistance, Zhang et. al., *Public Management Review*, August, 2020.

**Savannah** Resilience in Public Sector Managers, Plimner et.al., *Review of Public Personnel Administration*, January 2021.

**November 15      Change and Individual Book Presentations by each Student and Discussion**

**Jinju** Reactions towards organizational change: a systematic literature review, Khaw et. al. *Current Psychology*, April 2022.

**Yi** Leadership behaviors and human agency in the valley of despair: A meta-framework for organizational change implementation, Potosky & Azan, *Human Resource Management Review*, July 2022

**Youngseok** Factors and strategies for circularity implementation in the public sector: An organizational change management approach for sustainability, Klein et. al. *Corporate Social Responsibility and Environmental Management*, October 2021.

**Abdollah** How Leaders Get in the Way of Organization Change, Ron Carucci, *Harvard Business Review*, April 2021.

**November 22      No class Fall Break**

*(Final Essay provided to students, Due on December 13)*

**November 29      Finish Book Presentation and start Research Presentations**

**December 6      Research Presentations**

Final Paper Due

**December 13      Final Essay Due**

**Preliminary Research Assignments**

#	Name	Research Topic
1	Jyoti Aggarwal	
2	Zachary Burton Dabney	
3	Dragana Djukic-Min	
4	Moise M Dzogolo	
5	Travis Andrew Green	
6	Qi Jiang	
7	Tianyi Li	
8	James Norcross	
9	Seongdeok Oh	
10	Robert Orum	
11	Nabila Parijat	

12	Kayla Marie Parker	
13	Alice Monique Presti	
14	Namrta Sharma	
15	Savannah Marie Sipos	
16	Jinju Suk	
17	Yi Wang	
18	Youngseok Yoon	
19	Abdollah Zeraatpisheh	
20		

**Some additional older articles (not required) you may find of interest**

Newark, Daniel. 2018. Leadership and the Logic of Absurdity. *Academy of Management Review* 43(2): 198-216.

Avolio, B. J., and Gardner, W. L. 2005. Authentic leadership development: getting to the root of positive forms of leadership. *The Leadership Quarterly*. 16, 315–338.

Waldman, D. and R. Balven. 2014. Responsible leadership: theoretical issues and research directions. *Academy of Management Perspectives* 28(3): 224-234.

Rubenzler, S. J., Faschingbauer, T. R., & Ones, D. S. 2000. Assessing the US presidents using the revised NEO Personality Inventory. *Assessment*, 7(4), 403-419.

Colarelli, S.M. and Arvey, R.D. 2014. Introduction: Biology and Organizational Behavior. In S. Colarelli and R. Arvey *Biological Foundations of Organizational Behavior*, pp. 1-21. University of Chicago Press; Chicago, IL.

McDonald, Michael L. and James D. Westphal. 2013. Access Denied: Low Mentoring of Women and Minority First-Time Directors and Its Negative Effects on Appointments to Additional Boards. *Academy of Management Journal*. 56: 1169-1198.

McInnes, Peter, Nic Beech, Linda de Caestecker, Robert MacIntosh, Michael Ross. 2006. Identity Dynamics as a Barrier to Organizational Change. *International Journal of Public Administration* 29(12): 1109-1124.

Owens, B. and Hekman, D. R. 2016. How Does Leader Humility Influence Team Performance? Exploring the Mechanisms of Contagion and Collective Promotion Focus. *Academy of Management Journal*. 59:3 1088-1111.

Lawrence, Katherine A., Peter Lenk and Robert E. Quinn. 2009. Behavioral complexity in leadership: The psychometric properties of a new instrument to measure behavioral repertoire. *The Leadership Quarterly* (20): 87-102.

Lee, N., Senior, C. and Butler, M. 2012. Leadership research and cognitive neuroscience: The state of this union. *The Leadership Quarterly* 23: 213-218.

Balthazard, Pierre, David Waldman, Robert Thatcher and Sean Hannah. 2012. Differentiating transformational and non-transformational leaders on the basis of neurological imaging. *The Leadership Quarterly* 23(2): 244-258.

Zhang, Z., Remus Ilies, and Richard Arvey. 2009. Beyond genetic explanations for leadership: The moderating role of the social environment. *Organizational Behavior and Human Decision Processes* 110: 118-128.

Narayanan, J. and S. Prasad. 2014. Neurobiological Systems: Implications for Organizational Behavior. In S. Colarelli and R. Arvey, *The Biological Foundations of Organizational Behavior*. University of Chicago Press: Chicago. Pp. 119-137.

Carter, M. Z., Armenakis, A. A., Feild, H. S. and Mossholder, K. W. (2013), Transformational leadership, relationship quality, and employee performance during continuous incremental organizational change. *J. Organiz. Behav.*, 34: 942–958. doi:10.1002/job.1824

Yan Zhang, David A. Waldman, Yu-Lan Han, Xiao-Bei Li. 2015. Paradoxical Leader Behaviors In People Management: Antecedents And Consequences. *Academy of Management Journal*.

Jeroen Stouten, Denise M. Rousseau, David De Cremer, 2018. Successful Organizational Change: Integrating the Management Practice and Scholarly Literatures. *Academy of Management Annals*.  
**Published Online:**30 Apr 2018<https://doi.org/10.5465/annals.2016.0095>

Davidson, J., Connor, K. and M. Swartz. 2006. Mental Illness in U.S. Presidents Between 1776 and 1974: A review of Biographical Sources. *The Journal of Nervous and Mental Disease*. 194(1): 47-50.

Day, D., J.W. Fleenor, L.E. Atwater, R.A. Sturm & R.A. McKee. 2014. Advances in leaders and leadership development: A review of 25 years of research and theory. *The Leadership Quarterly*, 25:63-82.

Potipiroon, W. and Faerman, S. 2016. What Difference Do Ethical Leaders Make? Exploring the Mediating Role of Interpersonal Justice and the Moderating Role of Public Service Motivation. *International public Management Journal* 19(2): 171-207.

Battilana, Julie, Mattia Gilmartin, Metin Sengul, Anne-Claire Pache, Jeffrey A. Alexander. 2010. Leadership competencies for implementing planned organizational change. *The Leadership Quarterly* 21(3): 422-438.

Weisberg, Y., C. DeYoung & J. Hirsh. 2011. Gender Differences in personality across the ten aspects of the big five. *Frontiers in Psychology*. 2011 (2), Article 178: 1-11.

## UT Dallas Syllabus Policies and Procedures

The information below constitutes the University's policies and procedures segment of course syllabi and may be referenced by faculty members in their course syllabi.

Instructors of record: Please use the following permanent address when referring to this page: <https://go.utdallas.edu/syllabus-policies>

## ***Student Resources***

### ***Sharing Confidential Information***

Students considering sharing personal information in email or in person should be aware that all University staff, faculty, teaching assistants/associates, and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-4470. Additional information and resources may be found at <https://institutional-initiatives.utdallas.edu/title-ix/resources>.

### ***Technical Support***

If you experience any issues with your UT Dallas account, contact the UT Dallas [Office of Information Technology Help Desk](#) via e-mail at [assist@utdallas.edu](mailto:assist@utdallas.edu) or via telephone at 972-883-2911. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service at [elarning@utdallas.edu](mailto:elarning@utdallas.edu), and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elarning/helpdesk>.

### ***Field Trip Policies, Off-Campus Instruction and Course Activities***

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed through the UT Dallas Policy Navigator, <https://policy.utdallas.edu/utdbp3023>, and at <https://legal.utdallas.edu/risk-insurance/travel-related-risk/>. Additional information is available from the office of the school dean.

### ***Student Conduct and Discipline***

The University of Texas System ([Regents' Rule 50101](#)) and UT Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the Student Complaints Resources in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/resources/student-complaints> and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/resources/student-complaints>. UT Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (<https://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6330) and online at <https://conduct.utdallas.edu>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether

such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### ***Social Media Use***

The [Student Code of Conduct](#) includes behaviors conducted via any digital platform. Students may not use any digital platform to seek or provide unauthorized assistance for any assignment done for academic credit. Students may not use any digital platform to impersonate or represent any person other than themselves. Please consult with your instructor regarding authorized assistance.

### ***Academic Integrity***

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. See <https://conduct.utdallas.edu/integrity>.

***Academic Dishonesty:*** Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment. Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://conduct.utdallas.edu/dishonesty>.

### ***Copyright Notice***

It is the policy of UT Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <https://guides.lib.utexas.edu/fairuse/home>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <https://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <https://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

### ***Email Use***

UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <https://oit.utdallas.edu/netid/self-service>.

### ***Class Attendance***

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of course modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

### ***Class Participation***

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade in the course is directly tied to class participation. It also includes students' engagement in group or other activities during class that solicit feedback on homework assignments, readings, and/or materials covered in the lectures and/or labs. Class participation is documented by faculty. Successful class participation is defined as consistently adhering to University requirements, as presented in the syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct - UTSP5003](#).

### ***Credit/No Credit and Pass/Fail Grading Options***

Students are encouraged to review the online catalogs regarding Credit/No Credit or Pass/Fail courses. Students should consult their academic advisors to understand what it means for their academic careers before completing the form prior to Census Day.

Undergraduate students: please review the [Credit/No Credit Classes](#) section in the Undergraduate Catalog.

Graduate students: please review the [Pass/Fail Grading](#) section in the Graduate Catalog.

### ***Withdrawal from Class***

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or another instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Not meeting the prerequisites for a specific course
- Not satisfying the academic probationary requirements, resulting in suspension
- An Office of Community Standards and Conduct request
- Not making appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Undergraduate students: please review the [Dropping and Withdrawing](#) section in the catalog.

Graduate students: please review the [Schedule Changes: Dropping, Adding and Withdrawing](#) from Courses section in the catalog.

### ***Student Grievance Procedures***

Procedures for student grievances are found in university policy UTDSP5005 (<https://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of

academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

### ***Incomplete Grade Policy***

As per university policy, incomplete grades may be given at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the grade of 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to a grade of F. The incomplete grade policy is included in the online UT Dallas Undergraduate

Catalog, <https://catalog.utdallas.edu/now/undergraduate/policies/academic#incomplete-grades> and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/policies/grades#grade-of-i-incomplete>.

### ***Accommodations for Students with Disabilities***

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the Office of Student AccessAbility (OSA), located in the Administration Building, Suite 2.224. Their phone number is 972-883-2098, email: [studentaccess@utdallas.edu](mailto:studentaccess@utdallas.edu) and the website is <https://studentaccess.utdallas.edu>. To receive academic accommodations for this class, please obtain the proper Office of Student AccessAbility letter of accommodation and meet with the Director of OSA at the beginning of the semester.

### ***Religious Holy Days***

UT Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

This information is also included in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/policies/religious-holy-days>, and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/policies/religious-holy-days>.

### ***Making a False Alarm or Report Involving a Public or Private Institution of a Higher Education***

Making a false threat at any Texas higher education institution is considered a **State Jail Felony**, not a Class A misdemeanor, according to a law passed by the Texas Legislature.

This legislation was enacted in response to several threats in past years at several universities across the U.S. that disrupted classes and prompted evacuation of campus property, even though the reports turned out to be a hoax.

This law relates to the offense of making or causing a false alarm or report involving a public or private institution of higher education. A person commits an offense under Section 42.06, *Texas Penal Code*, if he or she knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or aircraft, automobile, or other mode of conveyance.

An individual adjudged guilty of a state jail felony shall be punished by confinement in a state jail for any term of not more than two years or less than 180 days and, in addition to confinement, may be punished by a fine not to exceed \$10,000.

UT Dallas students should be aware that the State of Texas takes these threats seriously, and the legal consequences, which are severe, go beyond anything that the University's disciplinary committee can address.

This information is also included in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/policies/false-alarms> and in the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/policies/false-alarms>.

### ***Interactive Campus Map – Locate Severe Weather Shelters, Elevators, and Bathrooms***

The interactive campus map (<https://map.utdallas.edu>) allows users to search for severe weather shelter areas in each building. On the map, click on a building and select "Storm Shelters" from the "Find" drop-down menu. Remember, a severe weather shelter area is usually any interior room without windows, such as a restroom, hallway, conference room, or office. Try to find shelter on the lowest floor of the building and stay away from large auditoriums or gyms. Users can also use the same map to locate elevators and bathrooms.

### ***Academic Support Resources***

#### **Resources to Help You Succeed**

Instructors of record: Please use the following permanent address when referring to this section: <https://go.utdallas.edu/academic-support-resources>

#### **All Students**

For help with a research assignment, such as finding journal articles or using a database, try CHAT at [McDermott Library](#).

The [Center for Students in Recovery](#) helps students seeking recovery from substance and alcohol use, eating disorders, and other addictions and compulsive behaviors. They also help students affected by these issues or individuals exploring the impact of addictions or compulsive behaviors within their lives. Their mission is to provide a safe, supportive community to enable students to thrive both socially and academically while living in recovery. They are located in SSB 4.500, on the fourth floor of the Student Services Building. They can be contacted by calling 972-883-7320 or they can be reached by emailing them at [recovery@utdallas.edu](mailto:recovery@utdallas.edu).

The [Comet Cupboard](#) is a UT Dallas food pantry initiative dedicated to helping students in need. The Comet Cupboard is located in MC 1.604, on the first floor of the McDermott Library, and can be contacted by calling 972-883-6613 or emailing [cupboard@utdallas.edu](mailto:cupboard@utdallas.edu)

[Comet Cents](#) provides financial literacy to students with the peer-to-peer model. This money management center provides one-on-one appointments and workshops throughout the semester. Comet Cents works to help students improve their financial situation with topics such as budgeting, credit card debit, investing and other personal finance areas.

[Intercultural Programs](#) provides a host of transition programs for international students and intercultural competency trainings for all students. They are located in SSB 3.6, on the third floor of the Student Services Building. Their phone number is 972-883-4528.

The [Student Counseling Center](#) offers confidential services to students either for individual appointments or as part of groups. Initial appointments must be made in person in the Student Counseling Center, which is located in SSB 4.600, on the fourth floor of the Student Services Building. Their main number is 972-883-2575 and the 24/7 Crisis Hotline is 972-883-8255 (972-UTD-TALK).

The [Testing Center](#), run by the Education Technology Services, offers a 300-seat computer lab, providing UT Dallas students access to a comfortable and secure test environment for online/paper exams, quizzes, instructional testing, and assessments. The Testing Center is located in Room 11.175, the first floor of the Synergy Park North 2 (SP2) building and can be contacted by calling 972-883-2460 or by emailing [infotestingcenter@utdallas.edu](mailto:infotestingcenter@utdallas.edu). See <https://ets.utdallas.edu/testing-center>.

If you experience issues taking an exam in eLearning, please contact the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elearning/helpdesk>.

### **Graduate Students**

The [Center for Teaching and Learning](#) supports graduate students, especially teaching assistants through teaching certificates, workshops on pedagogy, and reading groups on emerging educational issues. They are located in MC 2.402, on the first floor of the McDermott Library. The Center's phone number is 972-883-2247.

The [Office of Graduate Education Fellowship Services](#) offers workshops on fellowship and grant writing, including a Grant Writing Certificate program. Students applying for external funding can schedule appointments to find funding and to develop their applications. The Fellowship Office is located in FA 3.104C, on the second floor of the Founders West Annex. The office's phone number is 972-883-4568.

The [Office of Graduate Education Writing Services](#) offers workshops on writing as well as one-on-one appointments, writing groups, and writing retreats to help graduate students improve their writing skills. The Writing Services Office is located in FA 3.104, on the second floor of the Founders West Annex. Appointments can be made via email at [gradeducation@utdallas.edu](mailto:gradeducation@utdallas.edu).

### **University Resources**

Additional university resources, "Resources for Study and Campus Life" are listed in the online Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/resources/index> and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/resources/index>.

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