Public Affairs 7305
Leadership and Change in Public and Nonprofit Organizations

Fall 2016

> For them - the people – leadership is the X factor, potentially the indispensable discipline.
>
> James McGregor Burns (1918-2014)
>
> We live in a moment of history where change is so speeded up that we begin to see the present only when it is already disappearing.
>
> R. D. Laing (1927-1989)

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We live in an era of unprecedented social, political 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.

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 created a demand for knowledge of the intricacies and processes of institutional and organizational change.

This class provides students with the knowledge of various models of leadership and organizational change processes. This knowledge will enrich student scholarship and serve as a platform for student research. Understanding the theoretical and historical foundations of leadership and organizational change scholarship provide students insights into the prospects and limitations of both endeavors.

Students will take from this course an improved appreciation of 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 both the theoretical and applied missions of the Doctoral and Masters programs in Public Affairs.

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.

Required Course Books:

James McGregor Burns. 2003. *Transforming Leadership: A New Pursuit of Happiness*. New York, NY: Grove Press. ISBN – 0802141188.

Paul Gibbons. 2015. *The Science of Successful Organizational Change: How Leaders Set Strategy, Change Behavior, and Create an Agile Culture*. New York: Pearson FT Press. (E-pub) ISBN13: 9780133994827 (Cloth) ISBN-13: 9780134000336.

James E. Kee and Kathryn E. Newcomer. 2008. *Transforming Public and Nonprofit Organizations: Stewardship for Leading Change*. Vienna, VA: Management Concepts. ISBN – 978-1-56726-227-8.

Montgomery Van Wart. 2011. *Dynamics of Leadership in Public Service: Theory and Practice*. 2nd edition. Armonk, New York: M.E. Sharpe. ISBN – 978-0-7656-2365-2.

Required Supportive Course Book:

Turabian, Kate L. 2007. *A Manual for Writers of Research Papers, Theses and Dissertations: Chicago style for students and researchers*. 7th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph Williams and the University of Chicago Press editorial staff. Chicago, IL: The University of Chicago Press.

Required Journal Articles:

Students can obtain the required journal articles noted in the syllabus through the electronic reserve site for this class. Professor Kiel will provide students with the URL and password to access the site.

Course Requirements: All students will complete three graded course requirements.

Course Requirement 1 – ALL students – all students will complete a take home midterm exam of approximately 8-12 double spaced pages. This exam comprises 25% of the student's course grade. The exam will be distributed October 13 and will be due in class October 27, 2016.

Course Requirement 2 - Doctoral Students - Research Paper – All PhD students will complete a 15-20 page formal research paper examining and analyzing one of the theories of either leadership or organizational change examined in class. Students may choose to select a theory that they may deem as helpful to their future research. The paper should critically assess the theory with relevance to both its strengths and weaknesses. The bibliography of this paper should include at least 20 entries, most of which are not included in the course syllabus. This paper comprises 50 % of the course grade. See the rubric at the end of this syllabus to examine Professor Kiel's expectation for graduate research. Research papers are due November 17, 2016.

Course Requirement 2 - Master's Students - Organization Change Plan or Leadership Development Plan - Students will submit either a formal change plan or a leadership development plan (15-20 pages total) for an actual or intended organization. The elements of the plan will be provided in class. This assignment comprises 50% of the student's course grade. Plans are due November 17, 2016.

Course Requirement 3 - Class Contributions and Article Briefs– Students will produce, on a rotating basis, one page synopses of assigned articles. These synopses will be presented in class and should last no longer than 5 minutes. The synopsis should include: (1) the complete citation for the article (2) a couple of sentences detailing the intent of the article (3) a few sentences detailing the analytical method(s) used in the article (4) the major findings from the article (5) 3 research/applied questions emanating from the article that can guide further class discussion students. These articles will be assigned by Dr. Kiel such that each student completes approximately the same number as all other students. These results of this effort is that each student will have a compiled annotated bibliography that can serve as a reference for future research or teaching purposes. These article briefs, the quality of presentation and student class participation constitute 25% of the course grade.

Class readings – Doctoral Students - Doctoral students are expected to read all of the assigned readings for each week.

Class readings - Master's students – Master's students are expected to read the text book assignments for each week and the one article with the "MPA" label.

Submitted Papers and Proper Academic Style: Scholars distinguish academic work from other writing by the precision and documentation required. Precision is required to describe the phenomena under investigation in an exacting manner. Precision is also required because mistakes can be costly. Consider a chemist who publishes experimental results but makes an error at the third decimal point in a chemical mixture. Now consider a reader of the chemist's paper who attempts to reproduce the published experiment. This reader may find himself on the wrong end of deadly chemical reaction at no fault of his own. Students in the social and management sciences have the same responsibility for precision as do natural scientists. Our mistakes can lead practitioners off into wrong directions that can be damaging to individuals and to groups.

Proper documentation is required to ensure that our work is verifiable. Readers must be able to verify the validity of our claims. This is particularly true when quoting authority. You must always provide a page number when quoting another author. How can the reader verify a quote without a page number? Surely, the author cannot expect the reader in this case to search the entire quoted source to find the actual quote.

Now, what does all of the rhetoric in the two previous paragraphs mean for you as a student? It means that Professor Kiel will deduct letter grades from your submitted papers for violations of academic form. Thus, please purchase a copy of Turabian. Read the Turabian book and memorize the essential elements of when to use in-text parenthetical cites and how to display such cites. No one is perfect and that includes your professor. However, this professor does expect exacting usage of academic form. In particular, please apply strict adherence to proper citing of quotes. Improper citing of quotes will lead to full letter grade reductions.

Naturally, some students will ask why Professor Kiel is so strict concerning the use of proper academic form. A Freudian analysis suggests that he is anally retentive and spends far too much time keeping an orderly office. However, no one who knows Professor Kiel's politics or who has seen the state of his office would likely consider him such a Freudian misfit.

Professor Kiel is strict considering the use of proper academic form because using this form is essential to publishing in the academy. Journal and book editors will simply not publish or even allow improperly referenced papers to make it into print.

Professor's Expectations: This is a graduate class. I expect everyone to be fully prepared for each class and to participate in each class.

Leadership and Change Management Journals: The best research on leadership is found in journals such as *The Leadership Quarterly*, *Journal of Leadership Studies*, *Academy of Management Review, Public Administration Review* and numerous 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.

PA 7305
Class Schedule, Topics and Reading Requirements
Fall 2016

August 25   COURSE INTRODUCTION –

General Comments- Leadership and Change as a Fields of Study. The Challenges of the Social Sciences – Historical Views of Leadership and Organizational Change. What are the important historic-philosophical questions? – Our current historical epoch. Human Nature, Ideology, Leadership and Change. Rosa – *Social Acceleration*, Moses, *The End of Power* – the contemporary problematique

Please begin reading the Burns texts – please finish by November 17.

September 1 -   THEORIES OF LEADERSHIP AND INTRODUCTION TO CHANGE

Van Wart Chpts. 1-3
Kee and Newcomer Chpt. 1
Gibbons Intro and Chpt. 1

Wright, Bradley, Donald Moynihan and Sanjay Pandey. 2012. Pulling the Levers: Transformational Leadership, Public Service Motivation, and Mission Valence. *Public Administration Review* 72(2): 206-215.

MPA King, Andrew, Dominic Johnson and Mark Van Vugt. 2009. The Origins and Evolution of Leadership. *Current Biology* 19: R911-R916.

September 8 –   MORE THEORIES OF LEADERSHIP AND CHANGE

Van Wart Chpts. 4,5 & 8
Kee and Newcomer Chpts. 2-3
Gibbons Chpt. 2

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.

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

September 15 – BIOLOGY, PERSONALITY AND LEADERSHIP

Van Wart Chpts. 11&12
Kee and Newcomer 4

Chaturvedi, S., Zyphur, M., Arvey, M., Avolio, B. and Larsson, G. 2012. The heritability of emergent leadership: Age and gender as moderating factors. *The Leadership Quarterly* 23:219-232.

MPA 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.

Judge, T., Bono, J., Ilies, R., and Gerhardt, M. 2002. Personality and Leadership: A Qualitative and Quantitative Review. *Journal of Applied Psychology* 87(4): 765-780.

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

September 22   GENDER, CULTURE AND LEADERSHIP

Van Wart Chpt. 7

MPA Young, Greg. 2016. Women, Naturally Better Leaders for the 21st Century. *Transpersonal Leadership Series: White Paper Two*. New York: Routledge. (provided by Kiel)

See Hoppe article at http://www.inspireimagineinnovate.com/PDF/GLOBEsummary-by-Michael-H-Hoppe.pdf (last viewed May, 11, 2012.)

Sabharwal, Mehgna. 2013. From Glass Ceiling to Glass Cliff: Women in Senior Executive Service. *Journal of Public Administration Research and Theory* published 13 June 2013, first published online June 13, 2013 doi:10.1093/jopart/mut030.

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.

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.

September 29   LEADING CHANGE - BASIC RESEARCH, DIAGNOSTICS, CAPABILITY ANALYSIS

Van Wart Chpts. 9,10 & 15
Kee and Newcomer Chpts. 5-6
Gibbons Chpt. 3

Resistance to change questionnaire - http://pluto.huji.ac.il/~oreg/questionnaire.php

MPA Bryson, J., Crosby, and J. K. Bryson. 2009. Understanding strategic planning and the formulation and implementation of strategic plans as a way of knowing: The contributions of actor-network theory. International Public Management Journal 12(2):172-207.

Bennebroek, Gravenhorst, Kilian, Renate A. Werkman and Jaap J. Boonstra.2003. The Change Capacity of Organisations: General Assessment and Five Configurations. *Applied Psychology an International Review* 52 (1), 83-105.

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.

OCTOBER 6 – CHANGING BEHAVIOR AND CULTURE – THE LARGEST CHALLENGES OF CHANGE

Van Wart Chpt. 13 & 14
Gibbons Part III, Chpts. 6 -8

MPA Ford, Jeffrey, Laurie Ford and Angelo D' Amelio. 2008. Resistance to Change: The Rest of the Story. *The Academy of Management Review.* 13(2): 362-377.

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.

Transtheoretical model of change and Intentional Change Theory - presented by Kiel.

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October 13 – APPLIED RESEARCH FOR CHANGE - DEVELOPING CHANGE EFFORTS

MIDTERM EXAMS DISTRIBUTED

Kee and Newcomer Chpts.7-9
Gibbons 4 & 5

MPA Crosby, B and Bryson, J. 2010. Integrative leadership and the creation and maintenance of cross-sector collaborations. *The Leadership Quarterly*. 21(2):211-230.

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.

October 20 – CHANGE IMPLEMENTATION and EVALUATION

Van Wart Chpts. 13 & 14
Kee and Newcomer Chpts. 7-9

Fernandez, S. and Rainey, H. G. 2006. Managing Successful Organizational Change in the Public Sector. *Public Administration Review* 66: 168–176.

Buchanan, David, Louise Fitzgerald, Diane Ketley, Rose Gollop, Jane Louise Jones, Sharon Saint Lamont, Annette Neath and Elaine Whitby. 2005. No going back: A review of the literature on sustaining organizational change. *International Journal of Management Reviews* 7(3): 189-205.

October 27 – NEUROSCIENCE AND LEADERSHIP
Guest Speaker – Bruce Jones, PhD, (in Public Affairs from UTD)

MIDTERMS DUE

MPA 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.

8

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.

November 3 - TOXIC LEADERSHIP AND THE DARK TRIAD – THE CORRUPTING INFLUENCES OF POWER

MPA McDonald, M., M. Donnellan & C. Navarrete. 2012. A life history approach to understanding the Dark Triad. *Personality and Individual Differences*. 52(5): 601-605.

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.

Lilienfeld, S. O., Waldman, I. D., Landfield, K., Watts, A. L., Rubenzer, S., & Faschingbauer, T. R. (2012). Fearless dominance and the US presidency: implications of psychopathic personality traits for successful and unsuccessful political leadership. *Journal of personality and social psychology*, *103*(3), 489-505.

November 10 – GLOBAL CHANGE, LEADERSHIP AND ETHICS

Van Wart Chpt. 6
Kee and Newcomer Chpt. 11

Leavitt, Harold. 2007. Big Organizations are Unhealthy Environments for Human Beings. *Academy of Management Learning and Education* 62(2): 253–263.

MPA Pfeffer, Jeffrey. 2010. Building Sustainable Organizations: The Human Factor. *Academy of Management Perspectives,* 24(1): 34-45.

Avey, J.B., Luthans, F., Smith, R.M. and Palmer, N.F. and Norman, S. 2010. Impact of Positive psychological capital on Employee Well-Being Over Time. *Journal of Occupational Health Psychology 15(1): 17-28.* 60(3): 541–572.

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.

Government Office for Science, United Kingdom. 2008. *Mental capital and well-being: making the most of ourselves in the 21 century*. https://www.gov.uk/government/publications/mental-capital-and-wellbeing-making-the-most-of-ourselves-in-the-21st-century (accessed July 1, 2014).

November 17 - LEADERSHIP DEVELOPMENT – And What About Democracy and Ethics?

RESEARCH PAPERS AND CHANGE/LEADERSHIP DEVELOPMENT PLANS DUE

Burns – ALL
Van Wart Chpts. 16 & 17, pp. 482-487.
Kee and Newcomer Chpt. 10
Gibbons Chpt. 9

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.

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.

MPA B. Seidle, S. Fernandez, J.L. Perry. 2016. Do Leadership Training and Development Make a Difference in the Public Sector? A Panel Study. *Public Administration Review*, 76(4): 603-613.

Please see and examine – www.authentichappiness.org

Please review - www.bus.umich.edu/positive/POS-Research/Reading/Caza&Cameron.doc

November 24 – FALL BREAK – NO CLASS

December 1 - WHAT CONCLUSIONS CAN WE DERIVE or WHAT DO WE KNOW WITH CONFIDENCE?

Burns – ALL

Student Conduct & Discipline

The University of Texas System and The University of Texas at 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 that govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the 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 the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

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 demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). If necessary, your Professor will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at 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. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, 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 originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the deal will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.
The contact information for the Office of Disability Services is:
The University of Texas at Dallas, SU 22
PO Box 830688
Richardson, Texas 75083-0688
(972) 883-2098 (voice or TTY)
       Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.
       It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment 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 chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Rules for Writing a Research Paper

Produced By L. Douglas Kiel
Spring 2008

General principles:

Research demands that the researcher view the world from an analytical and conceptual perspective. Research demands that the researcher be hardheaded and objective. The goal is to remove you from the situation (as much as one can) and analyze the topic at hand.

Public Affairs research includes elements of both basic (pure) and applied (solutions) research. Basic research attempts to answer the questions, "what exists"? Applied research seeks to solve problems and asks the question, "what is the proper solution"? This reality creates particular challenges. Students of public affairs may both produce objective research that describes the world, but may also, at times, sell/advocate improvements discovered through research or developed via their own creativity. So students of public affairs must be able to distinguish between the proper use and application of both pure and applied research.

Your paper should ask a question. For example such a question might be, "Why are medical doctors so subject to the self-confirming bias"? Or another question might be, "Managers attitudes toward risk: Are Managers risk-averse"?

Literature Review:

All research must review the existing literature. This ensures that your analysis is not re-inventing a well-discovered wheel. The literature review also helps to show how your research may contribute to the body of knowledge. The literature review also shows that you have adequate understanding of existing knowledge to make statements about that knowledge. The literature review may also reveal gaps in the literature that you can discuss or use as a platform for your own research agenda.

Proper Citing of Authority:

1. If you write the phrase "A large body of literature…" you are obligated to cite examples of that "body of literature". Your goal is to make verification of your research easy for the reader. Verification is essential to the scientific process.
2. If you write, "According to Smith…." – you are obligated to provide a parenthetical citation of the date of the article/book by Smith of which you are referring.
3. If you write, "The public administration and economics literatures note the many uses of…" you are obligated to cite examples of where each literatures notes the many uses of…
4. Always use the primary resource as your first choice – avoid using secondary resources.
5. When using another author's ideas – always give them credit.
6. When quoting an author always include the page number in the reference.
7. Limit the number of directs quotes from other sources. For a 12-15 page paper – 2 quotes is plenty.

8. When using another author's numbers, such as "52% of people prefer cold, rather than hot turkey sandwiches" you must provide the author cite and a page number.
9. When citing a chapter from an edited volume, use proper form – e.g. Hunt, J.G. (2004) What is Leadership? In J. Antonakis, A.T. Cianciolo and R.J. Sternberg (Eds.), *The Nature of Leadership* (pp. 19-47). Thousand Oaks, CA: Sage Publications, Inc.
10. Do not include the title of an article or book in the text of your paper. The bibliography serves this purpose. The only case where this is appropriate is if you are citing a classic work e.g. "Simon's, *Administrative Behavior* (1947) represent a landmark in the study of deicion-making."

Grammar:

- avoid colloquialisms – e.g. "that dog won't hunt"!
- do not end sentences with a preposition such as – at, by, in, from, of, with, to
- avoid the use of self-referential pronouns such as I and We – this is not a "hard" rule but keeps the writer from falling into an overly informal style and also helps to avoid story-telling. See Turabian (2007) page 116. In fact in Professor Kiel's class, do not use the words "I" or "we" in your papers. Using these words fires his amygdala in a manner that overwhelms the regulatory functions of his prefrontal cortex.
- avoid short – 3 word or less sentences – that is reserved for journalists
- avoid one sentence paragraphs – at least 3 sentences is best
- do not use contractions such as can't or isn't - always use language that is more formal such as cannot or is not
- the period follows the parenthetical citation at the end of the sentence – (Smith, 2001).
- Do not use "etc." – it is meaningless. Write what you intend to convey – do not ask the reader to read your mind.

Formatting:

- indent paragraphs – a research paper is not a business letter!
- no extra space between paragraphs
- always number your pages
- never embolden words in the text– the writer's challenge is to use language that expresses such emphasis – such shortcuts are for journalists. You may embolden section headers or the paper title.
- always break your paper into logical sections – see any published refereed journal article – helps organize your thoughts
- section headers should be clear and meaningful

Other Issues:

1. Be sure to produce an introduction that interests the reader, details the theme/intent of the paper and that outlines the structure of the paper.
2. In your introduction, always include a paragraph that details the organization and structure of the paper. For example, "This paper is organized in to five sections. The first section examines the ……." Such a section informs the reader as to what to expect and helps you lay out the logic of your paper.

3. DO NOT – insert figures, tables or graphs from another author's work. Even if you properly cite the author and work, this practice is generally a violation of U.S. copyright law. To reproduce such material you must receive permission to do so from the publisher.
4. Proofread – no one is perfect, but numerous typos and awkward sentences are nuisances for the reader and show a lack of care for your work. Good scholarship requires a great concern for details! We do not want to mislead anyone or waste their time. Pay an editor to read your paper if necessary.
5. Definitions – always define your terms.
6. Beware of unsubstantiated claims – do not make a claim that you cannot support with authority from the relevant research.
7. Read directions – part of being a good scholar is to be careful in your work – again, no one is perfect but we can save time this way. For example, all refereed journals provide, in detail, the proper formatting direction for the journal. If you do not do this, you are in for considerable additional work.
8. Avoid excessive use of web sites – anyone can establish a web site and claim authority. Use established journals and publishers. On-line databases including academic journals are increasingly available through on-line services and your library.
9. Be sure that all references in your bibliography show up in your in-text citations.
10. Be sure that in-text citations show up in your bibliography. Go through each of your papers before you submit it and then type into a spreadsheet every author name and date in parentheses in the text. Then sort this list alphabetically and compare it with the alphabetized bibliography to ensure that the two lists are consistent.

Writing Assessment Criteria and Assessment Form
PA 7305 – Fall 2014
Applies to Research Paper

Student Name: _____Abbreviated Title: _____

Date: _____

(1) Responds fully to assignment as detailed in the syllabus	Excellent	Very Good	Adequate	Weak
(2) Presents manifest thesis statement detailing the intent of the paper	Excellent	Very Good	Adequate	Weak
(3) Details the organization and sequence of the paper	Excellent	Very Good	Adequate	Weak
(4) Organizes the paper into distinct and coherent sections	Excellent	Very Good	Adequate	Weak
(5) Exercises strong critical thinking throughout –maintains scholarly objectivity	Excellent	Very Good	Adequate	Weak
(6) Uses proper Turabian form throughout	Excellent	Very Good	Adequate	Weak
(7) Correctly documents and cites sources	Excellent	Very Good	Adequate	Weak
(8) Exercises clear and persuasive language	Excellent	Very Good	Adequate	Weak
(9) Invokes and uses disciplinary facts correctly	Excellent	Very Good	Adequate	Weak
(10) Provides supporting arguments with reasons, evidence and examples.	Excellent	Very Good	Adequate	Weak
(11) Focused, well-organized and unified	Excellent	Very Good	Adequate	Weak
(12) Uses direct language focused at the appropriate level for the audience	Excellent	Very Good	Adequate	Weak
(13) Free of errors in grammar, word choice and spelling (Some adjustments are made for those who speak/write English as a second language)	Excellent	Very Good	Adequate	Weak
(14) Displays originality and creativity	Excellent	Very Good	Adequate	Weak
(15) Consistently abides by Kiel's "Rules for Writing a Research Paper" as detailed in the course syllabus	Excellent	Very Good	Adequate	Weak

ADDITIONAL COMMENTS:
Adapted in large part from http://www.siue.edu/~deder/grstand.html [accessed Feb. 6, 2008]