

PA 4370
Leadership, Democracy and Ethics
Fall 2020

REMOTE/VIRTUAL LEARNING CLASS - SYLLABUS

**All classes via Videoconference with Professor Kiel
M&W 11:30-12:45
Meeting Log-in Details Provided Prior to Each Class**

**FOR STUDENTS CHOOSING ASYNCHRONOUS/ON-LINE VERSION –
Instructions on pages 5-7 of this syllabus**

For them - the people – leadership is the X factor,
potentially the indispensable discipline.

James McGregor Burns

L. Douglas Kiel, PhD
Professor of Public and Nonprofit Management
Office: Green Hall 3.210 (not operative for fall 2020)
Office Hours: Via Teams or Phone - Monday & Wednesday 10:00-11:15, immediately after any
class and by appointment.
Phone: personal cell – 214-801-3947
E-mail: dkiel@utdallas.edu

In the epigraph at the top of this page James McGregor Burns notes that leadership is "...potentially the indispensable discipline." The purpose of this class is to make students aware that leadership is the indispensable discipline whether it is in government service, nonprofit organizations or business. We are living in a historical era of rapid change, increasing diversity and life altering technologies. Effective leadership in a democratic society increasingly requires ethical people with courage and a commitment to democratic principles. The hope for this class is that it instills an appreciation for this reality and an appreciation for choosing a path of leadership that is fulfilling to you and enhancing to the world.

This class intends to enact the hope noted above by introducing students to both the theory and practice of leadership. One of the course goals is to acquaint the student with the

study of leadership and the importance of this study. Another goal is to help students develop their own personal leadership skills. Students will complete several leadership assessments instruments to improve their self-knowledge and as means to improve as leaders. Leadership requires making the decision to lead. Deciding to lead should be driven by knowledge of the challenges one faces and of the many potential rewards.

Course Goals:

1. To make students aware of the importance of leadership to the human condition.
2. To attune students to the ethical demands of leaders in a democratic society.
3. To introduce students to leadership as an academic field of study.
4. To make students aware of how leadership styles influence organizational performance.
5. To make students aware of the dangers of toxic and undemocratic leaders.
6. To make students aware of their own leadership styles.
7. To create more effective leaders who can make a difference in the world.

Required Texts and Movie:

Peter G. Northouse. 2016. *Leadership: Theory and Practice, 7th Ed.* Los Angeles: Sage Publications, Inc. ISBN: 9781506305288.

Tomas Chamorro-Premuzic. 2019. *Why Do So Many Incompetent Men Become Leaders?: (And How to Fix It).* Harvard Business Press. ISBN - 978-1633696327

Tom Rath. 2008. *Strengths Based Leadership: Great Leaders, Teams, and Why People Follow.* New York: Gallup Press. ISBN-10: 1595620257, ISBN-13: 978-1595620255. Be sure to get a new copy of the book. New copies include the code you need to complete the strengths test.

INSTRUCTIONS FOR REMOTE/VIRTUAL STUDENTS

Graded Course Requirements: There are 4 graded course requirements detailed in the numbered list below. All graded requirements will be submitted via ELearning.

- (1) All students will complete a take-home midterm examination and a take-home final examination. These are take-home written examinations. The Midterm exam will be **distributed on September 28 and is due on October 5.** The Final exam will be **distributed on November 25 and is due on December 4.** Students will answer 2 of 3 questions presented in the midterm exam. Each midterm examination will consist of 8-10 typed pages. Thus, each midterm answer should entail between 4-5 typed pages. The final exam will consist of 2 questions of which students will choose one to answer. Final exams will consist of no more than 5 double-spaced typed pages.

You will want to incorporate as much of the readings from class, via in-text references, as you can in each exam answer. You want to show Professor Kiel that you have read and

understand all the assigned materials. You may also use the electronic resources that accompany the Northouse text to supplement your examination entries.

- (2) All students will complete a leadership diary. This diary will consist of 10 total entries. This diary will consist of analyses of **5 personal assessment instruments** distributed by Professor Kiel on-line (e.g. Big Five/NEO, Strengthfinders Assessment, Social Dominance Assessment, Need for Cognition Scale). Students may also use the assessment at the end of the required chapters in the Northouse text. You will also identify and analyze **5 articles from the modern media that detail ethical challenges**, failures or successes of non-elected government and nonprofit leaders. The American Society for Public Administration Code of Ethics (ASPA), noted in the course syllabus, will provide the ethical principles that will guide these efforts. You will seek out media articles that show government or nonprofit officials acting in either “ethical” or “unethical” manners. Do not use articles about politicians. Only use articles about non-elected government officials. You will then analyze these articles considering ASPA’s ethical principles.

You will use this diary to show your ability to think as a leader and to frame your experience using the evidence from the class readings and discussions. You want to show the professor that you understand all the concepts in class as they relate to your class and personal experiences. You may also supplement the diary with your own research. This diary is due on **November 18**. A sample diary entry is included at the end of this syllabus.

Each diary entry should consist of 1 single-spaced typed page. Students should aim for the diary to consist of a total of 10 pages of written text. Please use a 12 point Times Roman font. Please also use 1 inch margins on all margins on the page. Each diary written entry should be followed by the actual instrument that you completed or the website article detailing the ethical challenge you examined. You will want to incorporate as much of the readings from class as you can in each entry. You want to show Professor Kiel that you have read all the assigned materials. Please submit the diary with the completed instruments and “ethics” articles, with a cover page in a suitable professional binder.

- (3) Class Participation and Attendance. Professor Kiel will takt attendance each class period. Attendance will make up 20 percent of your total participation class grade.

The nature of video conferences tends to reduce student participation. To remedy this, each week on a rotating basis, five students will be identified as the key questioners and question respondents during the two weekly class periods. Prof. Kiel will focus on these five individuals to respond to questions and to ask questions. This does not mean that

other students cannot participate. This approach does mean that those five students will be expected to be prepared with questions of their own and to answer questions presented by Prof. Kiel. Professor Kiel will produce a matrix of names and assigned weeks at the beginning of the semester.

Prof. Kiel will grade each of the five students' performance at the end of each week and place those grades on e-learning. This portion of your grade will be calculated as such: 2 weekly participation grades (33%) + attendance (33%) + Professor's assessment of your overall contributions (33%). Attendance is calculated by the proportion of classes you attend. If you attend 80% of the classes you will receive an "80" for the attendance element.

Weighting of Course Requirements for Final Course Grade: Each examination is weighted as 25% of the final course grade. The leadership diary is weighted as 30% of the course grade. Class participation/attendance is weighted as 20% of the final course grade.

Class Notes: I expect students to take notes during class. You simply will not be able to succeed on the exams if you do not take notes. All PowerPoint slides and handouts presented in class will be available through ELearning.

Class Recordings: All classes will be recorded and the recording will be made available on Elearning as soon as possible after the class session.

Style for Citations and Bibliography in the Examinations and Leadership Diary: Students are expected to use proper academic form and style. Students must abide by the use of proper academic form/style when citing authority and when quoting authors. The use of proper academic form/style allows us to distinguish between research with support and veracity versus mere journalism. Students who do not consistently, and carefully, use proper academic form will find their grades reduced to a substantial degree.

Professor's Expectations: I expect everyone to be fully prepared for each class and to participate as much as possible. There is an obvious tendency for participants in videoconferences to engage in multitasking. My hope is that during our class sessions you will put away your smart phones and other distractions and focus solely on the class. While I recognize this will be difficult, it is important to remember that "focus" is an important element of professional success. No one is perfect but let us try our best to abide by this principle. I appreciate students who contribute to class discussions. In the world of work, you will be expected to speak. It appears that videoconferencing will become an even larger part of the future workplace. Why not start now with this class?

END OF INSTRUCTIONS FOR REMOTE/VIRTUAL STUDENTS

INSTRUCTIONS FOR ASYNCHRONOUS STUDENTS:

All the online/virtual classes will be recorded and will be available on the learning. All PowerPoint slides from the online virtual sessions will also be available on e-learning. It is not required that you view the class recordings, but you will benefit from viewing the approximately three hours of class sessions each week. You will be expected to submit a two page double-spaced analysis of the class readings and PowerPoint slides for 10 of the 15 weeks during the semester. These 10, two page analyses will comprise 25% of your total course grade. These two page paper should focus on analysis of the material during the week and not on reciting the material. Your course grade will be based on the four graded course requirements noted immediately below.

Graded Course Requirements: There are 4 graded course requirements detailed in the numbered list below. All graded requirements will be submitted via ELearning.

- (1) All students will complete a take-home midterm examination and a take-home final examination. These are take-home written examinations. The Midterm exam will be **distributed on September 28 and is due on October 5**. The Final exam will be **distributed on November 25 and is due on December 4**. Students will answer 2 of 3 questions presented in the midterm exam. Each midterm examination will consist of 8-10 typed pages. Thus, each midterm answer should entail between 4-5 typed pages. The final exam will consist of 2 questions of which students will choose one to answer. Final exams will consist of no more than 5 double-spaced typed pages.

You will want to incorporate as much of the readings from class, via in-text references, as you can in each exam answer. You want to show Professor Kiel that you have read and understand all the assigned materials. You may also use the electronic resources that accompany the Northouse text to supplement your examination entries.

- (2) All students will complete a leadership diary. This diary will consist of 10 total entries. This diary will consist of analyses of **5 personal assessment instruments** distributed by Professor Kiel on-line (e.g. Big Five/NEO, Strengthfinders Assessment, Social Dominance Assessment, Need for Cognition Scale). Students may also use the assessment at the end of the required chapters in the Northouse text. You will also identify and analyze **5 articles from the modern media that detail ethical challenges**, failures or successes of non-elected government and nonprofit leaders. The American Society for Public Administration Code of Ethics (ASPA), noted in the course syllabus, will provide the ethical principles that will guide these efforts. You will seek out media articles that show government or nonprofit officials acting in either “ethical” or “unethical” manners. Do not use articles about politicians. Only use articles about non-

elected government officials. You will then analyze these articles considering ASPA's ethical principles.

You will use this diary to show your ability to think as a leader and to frame your experience using the evidence from the class readings and discussions. You want to show the professor that you understand all the concepts in class as they relate to your class and personal experiences. You may also supplement the diary with your own research. This diary is due on **November 18**. A sample diary entry is included at the end of this syllabus.

Each diary entry should consist of 1 single-spaced typed page. Students should aim for the diary to consist of a total of 10 pages of written text. Please use a 12 point Times Roman font. Please also use 1 inch margins on all margins on the page. Each diary written entry should be followed by the actual instrument that you completed or the website article detailing the ethical challenge you examined. You will want to incorporate as much of the readings from class as you can in each entry. You want to show Professor Kiel that you have read all the assigned materials. Please submit the diary with the completed instruments and "ethics" articles, with a cover page in a suitable professional binder.

3) there are 15 weeks in this 2020 fall semester. Students taking the class in an asynchronous format must submit 10 two page analyses of the material covered during one week of the class. These analyses must be submitted on the Friday of the week the student chooses to submit. Thus, students may choose the 10 of the 15 weeks they prefer to submit their analyses. These two page double-spaced papers must be analytical rather than recitations. These are thought papers and not papers that simply recite the material in class. You will want to reference the material from class in your analyses but avoid recitation. This required portion of the class will constitute 25% of your final course grade. Prof. Kiel will do his best to grade these analyses and placed the grades in e-learning each week.

Weighting of Course Requirements for Final Course Grade:

Midterm Exam	25%
Diary	30%
Final Exam	20%
<u>Weekly Analyses</u>	<u>25%</u>
TOTAL	100%

Class Notes: I expect students to take notes during class. You simply will not be able to succeed on the exams if you do not take notes. All PowerPoint slides and handouts presented in class will be available through ELearning.

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END OF ASYNCHRONOUS INSTRUCTIONS

Class Schedule and Readings – PA 4370 - Fall 2020

**THE LEADERSHIP, DEMOCRACY AND ETHICS
CONNECTION**

8/17 Introduction – Our Historical Era and The Leadership, Democracy, Ethics Connection and student introductions

8/19 Leadership – the definitional problem and the values problem

Northouse Chpt. 1

8/24 The Elements of Democratic Culture and Democratic Ethics

Read Federalist No. 51 - <https://guides.loc.gov/federalist-papers/text-51-60#s-lg-box-wrapper-25493427>

Read the Bill of Rights - <https://www.archives.gov/founding-docs/bill-of-rights-transcript> - see example on bottom of page from the year 1789.

Northouse Chpt. 7

8/26 Threats to Democracy - Authoritarianism and Its Roots

Read - In e-learning – Karen Stenner and Jonathan Haidt, “Authoritarianism is not a Momentary Madness, But an Eternal Dynamic within Liberal Democracies”, In C. Sunstein, *Can It Happen Here? Authoritarianism in America*, pp. 175-219, New York: Harper Collins Publishers.

Recommended – The rise of American Authoritarianism -

<https://www.vox.com/2016/3/1/11127424/trump-authoritarianism>

Watch on youtube - <https://www.youtube.com/watch?v=FUaz2h8Wz5c> – “The Fragility of Good Government” – 4 minutes. In class.

8/31 Leadership and Theories of Human Nature

9/2 What Democracy Requires of Leaders

Northouse Chpts. 9 and 10

9/7 Holiday – Labor Day – No Class

9/9 Transformational Theories - Leaders as Change Agents

Northouse Chpt. 8

9/14 Ethics: Advancing the Public Interest and Upholding the Constitution and the Law

Read and bring to class - *Implementing the ASPA code of Ethics: Workbook and Assessment Guide*
https://www.aspanet.org/ASPADocs/Membership/Ethics_Assessment_Guide.pdf

pp. 1-10 Advance the Public Interest & Uphold the Constitution and the Law

See also Codes of Ethics for Nonprofits - <https://www.councilofnonprofits.org/tools-resources/code-of-ethics-nonprofits>

9/16 Ethics: Promote Democratic Participation & Strengthen Social Equity

Read and bring to class - *Implementing the ASPA code of Ethics: Workbook and Assessment Guide* pp. 11-13

9/21 Ethics: Fully Inform and Advise – Demonstrate Personal Integrity

Read and bring to class - *Implementing the ASPA code of Ethics: Workbook and Assessment Guide* pp. 15-18

9/23 Ethics: Promote Ethical Organizations and Advance Professional Excellence

Read and bring to class - *Implementing the ASPA code of Ethics: Workbook and Assessment Guide* pp. 19-23.

9/28 Midterm Exam Review and Some Larger Ethical Issues

Northouse Chpt. 13

**MIDTERM EXAMINATIONS DISTRIBUTED
 AVAILABLE IN ELEARNING
 (Midterm covers material from 8/17-9/28 only)**

SELF-KNOWLEDGE AND PERSONAL DEVELOPMENT FOR LEADERS

Prior to starting this section, students should complete the (1) full or short-version of the Big Five Personality Instrument (full version is the on-line NEO-PI) (2) the Strengthfinders for Leaders assessment from the Rath text (3) The Need for Cognition Instrument (4) the SDO instrument (5) the interpersonal reactivity index

9/30 Personality and Your Leadership Style?

Northouse Chpt 12

YOU MUST bring your results from the BIG Five/NEO assessment.

10/5 Personal Strength and Your Leadership Style

YOU MUST bring your results from the strengthfinders assessment.

MIDTERM EXAMINATIONS DUE

10/7 How you Think Influences your Leadership Style

YOU MUST bring your results from the need for cognition assessment.

10/12 Views toward Other and Hierarchy and your Leadership Style

YOU MUST bring your results from the SDO and IRI.

10/14 Leadership - Guided and Open Dialogue

10/19 Leadership - Guided and Open Dialogue

THE ELEMENTS OF EFFECTIVE LEADERSHIP

10/21 Diversity, Democracy and Leadership

Northouse Chpt. 15

10/26 Gender - The Problems of Power, The Dark Tetrad and Toxic Leaders

Chamarro_Premuzic – Chpts 1-4

10/28 Gender - Improving the Quality of Leadership

Chamarro-Premuzic – Chpts. 5-9

11/2 Culture and Leadership

Northouse Chpt. 16

Read – Elearning - The GLOBE Study brief report

11/4 Becoming a Change Agent – Elements of Influencing Others.

Kiel Provides Info

11/9 Leadership and The Global Well-Being Movement

Kiel Provides Info

11/11 More on Leadership and Well-Being

Kiel Provides Info

11/16 Biology, Behavioral Genetics and implications for Leadership

FUTURE CHALLENGES FOR TOMORROW'S LEADERS

11/18 What are the Big Challenges Facing Humanity? Class Delphi

DIARIES DUE

11/23 What Kind of Leaders will the World need in the Future?

11/25 Wrap and Thank you from Kiel

FINAL EXAMINATION DISTRIBUTED

AVAILABLE IN ELEARNING

FINAL EXMINATION COVERS MATERIAL FROM 9/30-11/25 ONLY

12/4 **FINAL EXAMINATIONS DUE**

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 dean 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.

Kiel's Rules for Writing an Academic 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 literature 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 direct 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 decision-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, avoid using the words “I” or “we” in research papers. Using these words in a formal research paper fires his amygdala in a manner that overwhelms the regulatory functions of his prefrontal cortex. For diaries, you are free to use “I” and “we.”
- 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.

Sample Leadership Diary Entry

Spring 2015

Produced by Professor Kiel

I completed Northouse's Leadership Style Questionnaire (Chpt. 4) for this diary entry. I chose this instrument as a means to better understand my preferred style for leading. The results from the instrument show that I scored in the "very high" range for authoritarian leadership, in the "moderate" range for democratic leadership and in the "very low" for laissez-faire leadership.

The first question these results raise for me concerns my strong preference for authoritarian styles. This may be a function of the fact that many of my work situations have placed me under the leadership of authoritarian style leaders. This may be a function of the job itself. These jobs were summer construction jobs in which the managers were not particularly attentive to the needs of the workers but instead were driven by the demands of the project schedule. In such environments, I think there is a tendency for leaders to espouse MacGregor's Theory X (Northouse, p. 84) approach to human nature.

As I examined the elements of Theory X I noticed that the elements were not consistent with the views of human nature I presented in my first paper for this class. So, this suggests to me that I am conflicted about what is the best way to lead. Most importantly, I need to understand that the authoritarian style may at times have its place, but generally has only short term value. In very demanding situations the authoritarian style can work (Northouse, p. 90). However, effective leadership as suggested by the transformational theory of leadership reveals that a more democratic approach and empathetic approach to followers is likely a better long term strategy (See Full Range leadership handout).

Given my preference for the authoritarian's style I need to consider several of the lessons learned from Cameron's book. First, disagreement with me is not a signal of the other person's ill intent. Perhaps, recognizing other people's desire for control and a voice are just as valid as mine is an important lesson. My desire for the authoritarian's style may also be a result of my playing sports in high school. Many of the best coaches seemed to be highly driven, even to the point of neuroticism, and convinced of the rectitude of their own styles. These coaches were successful on the field and did not allow any room for debate. One question I need to consider though is if this style translates to the adult workplace, especially with educated professionals. If as Northouse (Chpt.4) notes, people do want a voice then I need to be sure to translate this knowledge into action in my own leadership behaviors.

I did score a moderate ranking on the democratic scale on the instrument. So, I do show some tendencies in this more modern approach to leadership. A challenge for me in this case is to develop a sense of emotional maturity as noted by Morler (2010). Emotional maturity limits the desire for authoritarian styles as one becomes more cognizant of the needs of others. By showing a commitment to a more flexible and adaptable approach to dealing with others I can

begin to move to a model of leadership that actually represents the best in democratic values. I conclude this diary entry with a quote from Samuel Johnson that I read in a book for another class I am taking this semester (Morler, p. 175), “He who has so little knowledge of human nature as to seek happiness by changing anything other than his own disposition will waste his life in fruitless efforts and multiply the grief he intends to remove.”

Outside References:

Morler, E. 2010. *Finally Growing Up: Recognizing and Releasing Patterns of Limitation*. 2nd ed. Sanai Publishing: Sonoma, CA.

Writing Assessment Criteria and Assessment Form - Fall 2019
For Midterm, Final Exam Answers and Diaries

Student Name: _____ Abbreviated Title: MIDTERM EXAMINATION

Date: _____

(1) Responds fully to assignment as detailed in syllabus or exam question	Excellent	VeryGood	Adequate	Weak
(2) Presents manifest topic statement detailing the intent of the paper	Excellent	VeryGood	Adequate	Weak
(3) Details organization and sequence of the paper	Excellent	VeryGood	Adequate	Weak
(4) Organizes the paper into distinct and coherent sections	Excellent	VeryGood	Adequate	Weak
(5) Exercises strong critical thinking throughout – maintains scholarly objectivity	Excellent	VeryGood	Adequate	Weak
(6) Uses proper in-text citation form throughout	Excellent	VeryGood	Adequate	Weak
(7) Correctly documents and cites sources	Excellent	VeryGood	Adequate	Weak
(8) Exercises clear and persuasive language	Excellent	VeryGood	Adequate	Weak
(9) Invokes and uses disciplinary facts correctly	Excellent	VeryGood	Adequate	Weak
(10) Provides supporting arguments with reasons, evidence and examples.	Excellent	VeryGood	Adequate	Weak
(11) Focused, well-organized and unified	Excellent	VeryGood	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	Excellent	Very Good	Adequate	Weak
(14) Displays originality and creativity	Excellent	Very Good	Adequate	Weak
(15) Consistently abides by Kiel's "Rules for Writing an Academic 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]