

PA 7305
Leadership of Public and Nonprofit Organizations
Spring 2007

“Leadership and learning are indispensable to each other.”
John F. Kennedy

“For them - the people – leadership is the X factor,
potentially the indispensable discipline.”
James McGregor Burns

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This class introduces students to scholarship in the field of leadership. The class also examines both the theory and practice of leadership. The vast array of leadership theories are explored for both their relevance and applicability to the world of practice. Espoused theories of leadership are examined in light of the reality of the challenges leaders face in a complex, pluralistic and shrinking world. Leadership is also explored in light of the unique challenges of a democratic and civil society in which roles are dynamic, power is shared and leaders must rely on influence rather than command and control.

This course serves to develop the leadership competencies of students. This will be accomplished by a series of in-class individual and group exercises. Students will learn to identify their own leadership strengths and weaknesses as a means to maintain an on-going review of their own development as a leader.

The goals of this class are:

- (1) to introduce students to the study of leadership as an academic enterprise
- (2) to acquaint students with the contemporary literature of leadership
- (3) to prepare students to conduct research in the field of leadership
- (4) to prepare students for effective leadership in the public realm of a democratic polity
- (5) to familiarize students with the intellectual and emotional demands of leadership in the 21st century
- (6) to identify and leverage individual strengths as means for personal and professional development

Texts:

John Antonakis, Anna T. Cianciolo and Robert J. Sternberg (Eds.) (2004). The Nature of Leadership. Thousand Oaks, CA: Sage Publications.

James MacGregor Burns (2003). Transforming Leadership: a new pursuit of happiness. New York, NY: Grove Press.

James Kouzes and Barry Posner (2006). A Leader's Legacy. San Francisco, CA: Jossey Bass Publishers.

Fred Luthans, Carolyn M. Youssef and Bruce J. Avolio (2007). Psychological Capital: Developing the Human Competitive Edge. Oxford, UK: Oxford University Press.

Kenneth R. Ruscio (2004). The Leadership Dilemma in Modern Democracy. Northampton, MA: Edward Elgar Pub.

General Course Requirements

Each student is required to complete three graded assignments and two non-graded assignments. The three graded course assignments are three papers. The detailed requirements for each of these papers are presented below. The two non-graded assignments require that each student present an analysis of a chapter from the course readings to the class and recite/read a poem to the class. These assignments are also detailed below.

Graded Requirements

Requirement One: Each student will write a thought paper on the topic of “Leadership and Human Nature.” This paper should be a deeply philosophical paper that explores the relationship between effective leadership and what we know about human nature. The readings from the first three class sessions can be used to support your paper. Do not treat this as a standard research paper. Rather, view this as an opportunity to show your professor how well you think and write. The paper may range from between 6-8 double-spaced pages. This paper is due on February 6

Requirement Two: Each student will produce a critical analysis of one of the leadership theories examined in class. This paper may range from between 6-8 double-spaced pages. The paper will examine your chosen theory in light of its strength, weaknesses and value relative to other leadership theories. Your paper should be supported by two general sources of information. First, use available peer-reviewed journal articles to conduct your research. You should include in your bibliography 8-10 such peer-reviewed articles. Second, you should also reference a strong cross-section of the course readings, assigned prior to the date of the paper submission, to show the professor that you have completed these readings. This paper is due on March 13.

Requirement Three: Each student will produce a personal leadership development plan. The plan will be based on the results of the appraisal instruments provided in class. The plan should be no more than 5 typed written pages of text but may include, as much supportive documentation as you think is appropriate. The best way to approach this task is to place your self in the position of an executive coach. Your role then is to produce a document that you think an executive coach would produce for you. You will want to identify your own strengths and weaknesses and map out a plan for leveraging those strengths and improving weaknesses. If you choose to use a published model of executive coaching, then properly reference and cite that model. Submit the completed plan in a properly sized binder. This plan is due on April 17.

Non- Graded Requirements

Requirement Four: Each student will present a two-page critical analysis, to the class, of one of the assigned chapters from a course text. You will assume that all in attendance have read the article. This assignment is not a synopsis. Rather you should analyze the chapter. This means that you should identify the essential argument(s) of the chapter and detail both the strengths and weaknesses of the chapter. The analyses will be assigned to students in alphabetical order. These assignments will begin on January 30. The two-page synopsis should also include the proper reference to the chapter/article and your name. The format for the synopsis is a standard outline. The presentation should last approximately five minutes. Students may not read the outline to their peers nor may they use any computer-based presentations. Each presentation will be followed by questions from the class. Please bring copies of the outline for all class members and the professor – 20 is a good number.

Requirement Five: Each student will select a poem that you will read to the class. The poem should take between 2-3 minutes to recite. You do not need to memorize the poem. You do want to know the poem well enough to maintain consistent eye contact with the audience. This is not an exercise in developing your comedic skills. The poem should have some particular meaning for you. The poem should also not come from any of the world's primary religious texts. For non-native English speakers, you may recite a poem in your native language. A translation of the poem in English though should be provided to the class. Given the number of students in the class, about six students per class meeting will recite their poems. Please bring a copy of the poem with your name on the typed sheet for the professor's records. These recitations will occur on the dates of March 13, 20 and 27.

Course Grade: Each of the three graded course requirements will receive one-third of the weight of the final course grade. Each student must complete all five of the course requirements to obtain a passing grade in the class. Professor Kiel also maintains the right to withhold the grade of "A" to students who do not participate in class discussions on a regular basis. In short, do not be afraid to share your thoughts in class.

Use of Proper Academic Form/Style: Students are expected to use proper academic form and style as detailed by resources such as the American Psychological Associations manual of style or the Chicago manual of style. In particular, 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. It does not matter as much as to which form (APA or Chicago) that you use but rather that you are consistent in your use of

the chosen form. Students who do not consistently, and carefully, use proper academic form will find their grades reduced to a substantial degree.

Structure of the Class Meetings: Many class meetings will include individual or group exercises with report-outs to the entire class. Professor Kiel will make every effort to minimize lecture time and instead engage students in active learning.

Class Notes: While we do not have traditional exams in this class, I expect students to take notes during class. These notes will likely help you with future research endeavors or if you decide to teach such a class yourself. Please also remember, that if you wish to teach at some point you should be able to tell people that you can teach any class that you took as a graduate student. Please take notes by hand. Computers generate too many distractions in class.

Professor's Expectations: This is a graduate class. I expect everyone to be fully prepared for each class and to participate in each class. I also demand that everyone give complete respect to anyone holding the floor to speak.

Leadership Journals: There are not many quality academic journals that focus solely on the topic of leadership. Two high quality journals that focus on leadership are *Leadership Quarterly* and *The Leadership and Organizational Development Journal*. *Leader to Leader* is a high quality practitioner-oriented journal focused on leadership. *Public Administration Review*, *Administration and Society*, *The Journal of Public Administration Research and Theory*, *The Academy of Management Review*, *The Academy of Management Journal*, *The Academy of Management Executive* and *Administrative Science Quarterly* are all top academic journals that include articles on the topic of leadership. You can access the full-text of many of the journals noted above through the University's web site. You will need your student I.D. to gain such access.

Class Schedule, Topics and Reading Requirements

Reading Note – Read the entirety of the Burns text, but you should complete the book by the middle of April.

Jan. 9 **Course Introduction – Definitions of Leadership, General Comments About Leadership, Historical Views of Leadership – Current Challenges, The Roles of Leaders?**

Jan. 16 **Leadership, Human Nature and Democracy**

Nigel Nicholson, “How Hardwired is Human Behavior”, Harvard Business Review, July-August 1998, pp. 135-147. - Provided by Kiel on Jan. 9.

“Getting Human Nature Right: A Talk with Helena Cronin”, pp. 2-16. Please obtain at www.edge.org/documents/archive/edge73.html

Ruscio - Chapters 1-4

Jan. 23 **Democracy, Leadership and Limits**

Ruscio – Chapters 5-8

Jan. 30 **History, Definitions and the Study of Leadership**

Antonakis, et.al. – Chapters 1-3

Student presentations begin

Feb. 6 **Assessments, Traits and Information Processing Theory**

Antonakis, et.al. – Chapters 4-6

Student Presentations

Leadership and Human Nature papers due

Feb. 13 Situational/Contingent Leadership, Transformational Models and Leader Effectiveness

Antonakis, et.al. – Chapters 7-9
Student Presentations

Feb. 20 Leadership Culture, Leadership Development and Gender Issues

Antonakis et.al. Chapters 10-12

Student Presentations

Goffee and Jones – “What holds the Modern Company Together,” *Harvard Business Review*. Nov.-Dec. 1996. – Provided by Kiel on Feb. 13

Alice H. Eagly and Linda L. Carli, “Finding gender advantage and disadvantage: Systematic research integration is the solution”, *The Leadership Quarterly*, Volume 14, Issue 6, December 2003, Pages 851-859 - please obtain via UTD library web site.

Feb. 27 Non Profit Leadership – Convergence or Divergence and Psychological Resilience

Ram Charan, “Aligning Boards and Management on Strategy”, *Leader to Leader*. Summer 2005, pp. 35-40 – please obtain via UTD library web site.

Femida Handy and Narasimhan Srinivasan, “The Demand for Volunteer Labor: A Study of Hospital Volunteers”, *Nonprofit and Voluntary Sector Quarterly*. 34:4, Dec. 2005, pp. 491-509. – please obtain via UTD library web site.

Luthans et. al. Chapters 1-4

March 6 Spring Break

March 13 Psychological Capital and Emotional Intelligence

Luthans et. al. Chapter 5-8

Gary Cherniss (2000). “Emotional Intelligence: What it is and Why it Matters,” please retrieve a hard copy from http://www.eiconsortium.org/research/what_is_emotional_intelligence.pdf

Student Poetry Readings

Theory Research Papers Due

March 20 Organizational Leadership

Kouzes and Posner – Chapters 1-10
Student Poetry Readings

March 27 Organizational Leadership

Kouzes and Posner – Chapters 11-21
Student Poetry Readings

April 3 Leadership Assessment Tools – Personal Assessments

John Antonakis, Bruce J. Avolio and Nagaraj Sivasubramaniam, “Context and leadership: an examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire”, The Leadership Quarterly. Volume 14, Issue 3, June 2003, Pages 261-295 - please obtain via UTD library web site.

Personal/Team Assessments Conducted and Reviewed in Class

April 10 Global Leadership Ethics – Higher Values?

Peter Senge, “Systems Citizenship”, Leader to Leader. Issue 41, Summer 2006, pp. 21-26. – please obtain via UTD library web site.

Burns - All

April 17 Lessons Learned – So, what do we know?

Patrick Dobel, “Managerial Leadership and The Ethical Importance of Legacy”, International Public Management Journal. 8:2, 2005, pp. 225-246. – Kiel will provide on April 10.

Personal Leadership Development Plans 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.

Some Rules for Writing a Research Paper

Produced By L. Douglas Kiel
Fall 2006

General principles:

Research demands that the researcher view the world from an analytical 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. Always use the primary resource as your first choice – avoid using secondary resources.
4. When using another author’s ideas – always give them credit.
5. When quoting an author always include the page number in the reference.
6. Limit the number of direct quotes from other sources. For a 12-15 page paper – 2 quotes is plenty.
7. 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.

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
- 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, isn’t
always use language that is more formal such as cannot, is not
- the period follows the parenthetical citation at the end of the sentence – (Smith, 2001).

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 paper title.
- always break your paper into logical sections – see any published refereed journal article – helps organize your thoughts

Other Issues:

1. Produce an introduction that interests the reader, details the theme/intent of the paper and that outlines the structure of the paper.
2. 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 any one or waste their time. Pay an editor to read your paper if necessary.
3. Definitions – always define your terms.

4. Beware of unsubstantiated claims – do not make a claim that you cannot support with authority from the relevant research.
5. 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.
6. Avoid excessive use of web sites – any one 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.
7. Be sure that all references in your bibliography show up in your in-text citations.
8. 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.