HRD 6377: LEADERSHP THEORY AND PRACTICE

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Course Description

Leadership Theory and Practice is a research based course that serves as a survey of the many different approaches to leadership, introduces students to corporate level leadership issues, and allows students to practice theory building skills in the leadership arena. Topics span a broad array of leadership approaches including some that serve as historical background, some that are well established in current practice, and some that are in the relatively early stages of development and testing.

Learning Outcomes

At successful completion of this course students will have demonstrated the ability to:

1. Ask an interesting question, craft the question to be theoretically interesting, and ground the question in the leadership literature;
2. Develop a causal model that provides a theoretical answer to the interesting question;
3. Articulate the causal logic specified in the model;
4. Design a large-scale, multi-organizational quantitative data collection strategy using both survey data and archival performance data to test the theory;
5. Articulate a detailed analysis strategy that accurately represents the logic of the theoretical statement; and
6. Identify and discuss the most important boundary conditions of the theory and limitations to the testing approach.

These skills will be demonstrate within the broad context of the leadership literature.

Course Assignments: The Big Picture

1. Identify a leadership question that is interesting to you
2. Reformulate the problem as an interesting theoretical question
3. Develop a theoretical model that is driven by and addresses the interesting question

4. Design an empirical test that allows you to evaluate the theoretical issues with adequate construct and statistical conclusion validity and generalize your findings to a broad population.
5. Articulate the analytical strategy and mathematical specification that will allow you to test the underlying theoretical issues. You must state formal hypotheses. You may not use SEM.
6. Class Participation: 10% -- I value constructive conversations, critical assessments, and scholarly exchanges. I enjoy informal conversations with colleagues about scholarship, life, and the challenges we face as parents – after all, if you can't laugh some at your kids there is no reason to keep paying the bills! I will not tolerate unprofessional behavior, disparagement of colleagues, or distractive behaviors.

Course Assignments: Thumbnail Sketch

A much more complete description of each assignment is included later in this syllabus, but here is the "thumbnail" edition for quick reference.

Assignment 1: Due 8:00 a.m. September 7, 2019

10% Ask an interesting question – 3 pages. See learning outcome 1.

Assignment 2: Due 8:00 a.m. September 28, 2019

10% Develop and Defend a Theoretical Model. See learning outcomes 2 & 3.

a. Draw a causal model – 1 page
b. Articulate the causal logic and formulate hypotheses – 10 pages

Assignment 3: Due 8:00 a.m. October 19, 2019

10% Craft the front end of a conference paper. About 15 pages.

a. Revise assignments 1 and 2 responding to the feedback you have received so far and your own embellishments.
b. Integrate the two assignments into a single "front end"
c. Remember that you will be revising this one more time – it is the first two sections of the semester paper.

Assignment 4: Due 8:00 a.m. November 16, 2019

a. 10% Design a Study. See learning objectives 4, 5, and 6 and "Big Picture" items 4 and 5.
b. Less than 10 pages, but probably more than 5 pages

Final Assignment: Due 8:00 a.m. December 7, 2019

50% Final Paper – This needs to be a single, well written paper. Do not merely patch the assignments together into a single document but rather integrate them into a single well integrated manuscript. Follow a major style guide such as APA, AOM, JOM, among others.

a. Pull all the pieces together, add a title page, abstract, and reference section.
b. Try to keep it below 30 pages inclusive, probably around 20 - 25 pages of text.

Grading Process

The first four assignments are intended primarily to provide you with experience and formative feedback. On each of the first four assignments, I grade largely on effort and completion. If you make a strong professional attempt to complete the assignment and turn it in on time you are most likely to receive a 90. Should you receive less than a 90 we will probably need to have a conversation.

On the final assignment I grade using a summative rather than a formative approach. This final paper needs to more-or-less follow the style guide of the Academy of Management or the APA. My quality standard for an A on this assignment is a manuscript that I would recommend accepting at a regional AOM conference, or be inclined to suggest for "Revise and Resubmit" at a B/C level journal (think about a journal with an impact factor in the 1-2 range).

Final Assignment Grading Rubric

- 50% -- Minimum effort; poorly done
- 70% -- Effort apparent, but logic not well executed and not well written
- 80% -- Effort apparent, well written, but significant logical or definitional issues
- 90% -- Good effort, on target with evidence of deep thought and sound presentation
- 100% -- Exceptional – Rises to the level of acceptance on the initial submission without revision.

Course Grades

Course grades will be assigned on a holistic basis and include a healthy dose of my professional judgement, but generally will be based on the weights suggested for the assignments and follow a traditional 90/80/70 scale. To receive an A, you really need to make A on each of the course elements. If you make a B on only one assignment I reserve the right to make adjustments as is appropriate for a doctoral seminar. I think long and hard before I allow a student receive a B based on one of the first 4 assignments. A B on the final assignment is likely to result in a B in the course.

Guidance about Course Readings

- Textbook Readings. The textbook is intended to serve as a primer for each topic, and later will serve you well as a reference material. You should read each of the assigned chapters, but I do not want you to "study" the material. Read through the material so you have a good exposure to the topic and see if the topic interests you enough to anchor your semester paper the area.
- Required Readings. Here is the meat of the course, and yes you need to read these articles carefully. I have tried to pick articles that provide some unique perspective to the topic.
- Supplemental Readings. Consider these readings as my gift to you – no really! What I have tried to do here is organize some of my relevant library of articles by topic for you. If you get interested in a topic, or need to dive deeper at some later point, consider the

supplement readings as a starting point. And yes, there is some randomness in the articles listed in this section.

- A Caution about my References. Please be aware that I typed all of the references into this syllabus with subpar typing skills and a style guide that is pulled from memory. Remember that my spelling is bad and my memory is poor, so you should check the original source rather than copying the references as I have included them.

FACE TO FACE SESSIONS

First Meeting 9/7

Session A

- Assignment One Due 8:00 a.m.: Ask an interesting question.
- Debate
    - Ethics and Leadership – Note that there is a very liberal bias in the text book and much of the literature.
    - Friedman versus Mulligan: the purpose of the firm, free markets – Public sector, NGO, volunteer, and so on.
    - Lagniappe: Ethical Leadership

- **Required Reading (1)**

Brown, M. E. and Trevino, L. K. 2006. Ethical leadership: A review and future directions. The Leadership Quarterly, 17: 595-616.

Davis, M. 1971. That's interesting! Towards a phenomenology of sociology and a sociology of phenomenology. Philosophy of the Social Sciences, 1:4 309-344. (Only the first 10 pages or so are required.)

Friedman, M. 1970. *The New York Times*. The Social Responsibility of Business is to Increase Profits.

Mulligan, T. 1986. A critique of Milton Friedman's essay "The social responsibility of business is to increase its profits." Journal of Business Ethics, 5: 265-269.

Sutton, R. I., and Staw, B. M. 1995. What theory is not. Administrative Science Quarterly, 40: 371-384.

Weick, K. E., 1995. What theory is not, theorizing is. Administrative Science Quarterly, 40: 385-390.

Whetten, D. W. 1989. What constitutes a theoretical contribution? Academy of Management Review, 14: 490-495.

Session B

- Background Material

  Chapter 1: Introduction

  Chapter 13: Leadership Ethics

  Chapter 12: Followership

  Chapter 2: Trait Approach

- F2F Conversation
  - Definition of Leadership – Is there one? Is a leader merely one who has followers? What level of coercion is acceptable to still be leadership? Are leadership and management really different?
  - Leadership Theory and Research
  - Followership
  - Trait Approach

- Required Reading (2)

  Zhu, J., Song, L.J., Zhu, L., and Johnson, R. E. 2019. Visualizing the landscape and evolution of leadership research. The Leadership Quarterly. 30: 215-232.

  Meuser, J.D., Gardner, W.L., Dinh, J.E., Hu, J., Liden, R.C., and Lord, R.G. 2016. A network analysis of leadership theory: The infancy of integration. Journal of Management, 42: 1374-1403.

  Antonakis, J., House, R. H., and Simonton, D. K. 2017. Can super smart leaders suffer from too much of a good thing? The curvilinear effect of intelligence on perceived leadership behavior. Journal of Applied Psychology, 102: 1003-1021.

  Uhl-Bien, M., Riggio, R. E., Lowe, K. B., and Carsten, M. K. 2014. Followership theory: A review and research agenda. The Leadership Quarterly, 23: 83-104.

Supplemental Readings

Podsakoff, P.M., and Podsakoff, N. P. 2019. Experimental designs in management and leadership research: Strengths, limitations, and recommendations for improving publishability. The Leadership Quarterly, 30: 11-33.

Dust, S. B., Resick, c. J., Margolis, J. A., Mawritz, M. B. 2018. Ethical leadership and employee success: Examining the roles of psychological empowerment and emotional exhaustion. The Leadership Quarterly, 29: 570-583.

Bavik, L. Y., Tang, P. M., Shao, R., and Lam, L. W. 2018. Ethical leadership and employee knowledge: Exploring dual-mediation paths. The Leadership Quarterly, 29: 322-332.

Second Meeting 9/28

- Assignment Two Due 8:00 a.m.
- Background Material

    Chapter 3: Skills Approach

    Chapter 4: Behavioral Approach

    Chapter 5: Situational Approach

- Required Reading

Mumford, M. D., Todd, E. M., Higgs, C. and McIntosh, T. 2017. Cognitive skills and leadership performance: The nine critical skills. The Leadership Quarterly, 28: 24-39.

Mumford, T.V., Campion, M. A., Morgeson, F. P. 2007. The leadership skills strataplex: Leadership skill requirements across organizational levels. The Leadership Quarterly, 18: 154-166.

Mumford, M. D., Zaccaro, S. J., Harding, F. D., Jacobs, T. O., and Fleishman, E. A. 2000. Leadership skills for a changing world: Solving complex social problems. The Leadership Quarterly, 11: 11-35.

Behrendet, P., Matz, S., and Goritz, A. S. 2017. An integrative model of leadership behavior. The Leadership Quarterly, 28: 229-244.

Davis, T. R. V. and Luthans, F. 1979. Leadership reexamined: A behavioral approach. Academy of Management Review, 4: 237-248.

Judge, T. A., Piccolo, R. F., and Ilies, R. 2004. The forgotten ones? The validity of consideration and initiating structure in leadership research. Journal of Applied Psychology, 89: 36-51.

Zigarmi, D. and Roberts, T. P. 2017. A test of three basic assumptions of Situational Leadership II Model and their implications for HRD practitioners. European Journal of Training and Development, 41: 241-260.

Graeff, C. L. 1983. A situational leadership theory: A critical view. Academy of Management Review, 8: 285-291.

Thompson, G. and Glaso, L. 2015. Situational leadership theory: A test from three perspectives. Leadership and Organization Development Journal, 36: 527-544.

Supplemental Readings

Mumford, M. D., Marks, M. A., Connelly, M. S., Zaccaro, S. J., Reiter-Palmon, R. 2000. Development of leadership skills: Experience and timing. The Leadership Quarterly, 11: 87-114.

Zaccaro, S. J., Gilbert, J. A., Thor, K. K., and Mumford, M. D. 1991. Leadership and social intelligence: Linking social perspectiveness and behavioral flexibility to leader effectiveness. The Leadership Quarterly, 2: 317-342.

Fleishman, E. A., Mumford, M. D., Zaccaro, S. J., Levin, K. Y., Korotkin, A. L., and Hein, M. B. 1991. Taxonomic efforts in the description of leader behavior: A synthesis and functional review. The Leadership Quarterly, 2: 245-287.

Tuncdogan, A., Acar, O. A., and Stam, D. 2017. Individual differences as antecedents of leader behavior: Towards an understanding of multi-level outcomes. The Leadership Quarterly, 28: 40-64.

Schriesheim, C. A. and Bird, B. J. 1979. Contributions of the Ohio State studies to the field of leadership. Journal of Management, 5: 135-145.

Bowers, D. G. and Seashore, S. E. 1966. Predicting organizational effectiveness with a four-factor theory of leadership. Administrative Science Quarterly, 11: 238-263.

Thompson, G. and Vecchio, R. P. 2009. Situational leadership theory: A test of three versions. The Leadership Quarterly, 20: 837-848.

Vecchio, R. P. and Boatwright, K. J. 2002. Preferences for idealized styles of supervision. The Leadership Quarterly, 13: 327-342.

Graeff, C. L. 1997. Evolutions of situational leadership theory: A critical review. The Leadership Quarterly, 8: 153-170.

Third Meeting 10/19

- Assignment Three Due 8:00 a.m.
- Background Material

  Chapter 6: Path-Goal Theory

  Chapter 7: Leader-Member Exchange

  Chapter 8: Transformational Leadership

- Required Reading

  House, R. J. 1971. A path goal theory of leader effectiveness. Administrative Science Quarterly, 16: 321-339.

  House, R. J. 1996. Path-goal theory of leadership: Lessons, legacy, and a reformulate theory. The Leadership Quarterly, 7: 323-352.

  Wofford, J. C., and Liska, L. Z. 1993. Path-goal theories of leadership: A meta-analysis. Journal of Management, 19: 857-876.

  Dienesch, R. M. and Liden, R. C. 1986. Leader-member exchange model of leadership: A critique and further development. Academy of Management Review, 11: 618-634.

  Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., and Ferris, G. R. 2012. A meta-analysis of antecedents and member consequences of leader-member exchange: Integrating the past with an eye for the future. Journal of Management, 38: 1715-1759.

  Gooty, J. and Yammarino, F. J. 2016. The leader-member exchange relationship: A multisource, cross-level investigation. Journal of Management, 42: 915-935.

  Ng, T. W. H. 2017. Transformational leadership and performance outcomes: Analyses of multiple mediation pathways. The Leadership Quarterly, 28: 385-417.

  Yukl, G. 1999. An evaluation of conceptual weakness in transformational and charismatic leadership theories. The Leadership Quarterly, 10: 285-305.

  Judge, T. A., and Piccolo, R. F. 2004. Transformational and transactional leadership: A meta-analytic test of their relative validity. Journal of Applied Psychology, 89: 755-768.

Supplemental Readings

Vecchio, R. P., Justin, J. E., and Pearce, C. L. 2008. The utility of transactional and transformational leadership for predicting performance and satisfaction within a path-goal theory framework. Journal of Occupational and Organizational Psychology, 81: 71-82.

Kangas, H. M. 2013. The development of the LMX relationships after a newly appointed leader enters an organization. Human Resource Development International, 16: 575-589.

Anand, S., Vidyarthi, P., and Rolnicki, S. 2018. Leader-member exchange and organizational citizenship behaviors: Contextual effects of leader power distance and group task interdependence. The Leadership Quarterly, 29: 489-500.

Grean, G. B., and Uhl-Bien, M. 1995. Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years:

Applying a multi-level multi-domain perspective. The Leadership Quarterly, 6: 219-247.

To, M. L., Tse, H. H. M., and Ashkanasy, N. M. 2015. A multilevel model of transformational leadership, affect, and creative process behavior in work teams. The Leadership Quarterly, 26: 543-556.

Gillet, N. and Vandenberghe, C. 2014. Transformational leadership and organizational commitment: The mediating role of job characteristics. Human Resource Development Quarterly, 25: 321-347.

Howell, J. M., Neufeld, D. J., and Avolio, B. J. 2005. Examining the relationship of leadership and physical distance with business unit performance. The Leadership Quarterly, 16: 273-285.

Antonakis, J. and House, R. J. 2014. Instrumental leadership: Measurement and extension of transformational-transactional leadership theory. The Leadership Quarterly, 25: 746-771.

Fourth Meeting 11/16

- Assignment Four Due 8:00 a.m.
- Background Material

  Chapter 9: Authentic Leadership

  Chapter 10: Servant Leadership

  Chapter 11: Adaptive Leadership

- Lagniappe: Shared Leadership
- F2F Conversation
- Required Readings

  Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wersing, T. S., and Peterson, S. J. 2008. Authentic leadership: Development and validation of a theory-based measure. Journal of Management, 34: 89-126.

  Banks, G. C., McCauley, K. D., Gardner, W. L., and Guler, C. E. 2016. A meta-analytic review of authentic and transformational leadership: A test for redundancy. The Leadership Quarterly, 27: 634-652.

  Eva, N., Robin, M. Sendjaya, S., van Dierendonck, D., and Liden, R.C. 2019. Servant leadership: A systematic review and call for future research. The Leadership Quarterly, 30: 111-132.

  Clercq, D. D., Bouckenooghe, D., Raja, U., and Matsyborska, G. 2014. Servant leadership and work engagement: The contingency effects of leader-follower social capital. Human Resource Development Quarterly, 25: 183-212.

Alvesson, M. and Einola, K. 2019. Warning for excessive positivity: Authentic leadership and other traps in leadership studies. The Leadership Quarterly, 20: 383-395.

DeRue, D. S. 2011. Adaptive leadership theory: Leading and following as a complex adaptive process. Research in Organizational Behavior, 31: 125-150.

Pitelis, C. N., and Wagner, J. D. 2019. Strategic shared leadership and organizational dynamic capabilities. The Leadership Quarterly, 30: 233-242.

D'Innocenzo, L., Mathieu, J. E., and Kukenberger, M. R. 2016. A meta-analysis of different forms of shared leadership-team performance relations. Journal of Management, 42: 1964-1991.

Supplemental Readings

Cook, A. S., Zill, A., and Meyer, B. 2019. Observing leadership as behavior in Teams and herds – An ethological approach to shared leadership approach. The Leadership Quarterly, In Press.

Storberg-Walker, J. and Gardiner, R. A. 2017. Authentic leadership matters in HRD-Identity matters! Critical explorations on leading authentically. Advances in Developing Human Resources, 19: 350-361.

Nelson, T. and Squires, V. 2017. Addressing complex leadership challenges through adaptive leadership: A promising approach to collaborative problem solving. Journal of Leadership Education, October: 111-123.

Chiniara, M. and Bentein, K. 2018. The servant leadership advantage: When perceiving low differentiation in leader-member relationship quality influences team cohesion, team task performance and service OCB. The Leadership Quarterly, 29: 333-345.

Liden, R. C., Wayne, S. J., Zhao, H., and Henderson, D. 2008. Servant leadership: Development of a multidimensional measure and multi-level assessment. The Leadership Quarterly, 19, 161-177.

Barnett, R. C. and Weidenfeller, N. K. 2016. Shared leadership and team performance. Advances in Developing Human Resources, 18: 334-251.

Fifth Meeting 12/7

- Final Assignment Due 8:00 a.m.
- Background Material

  Chapter 14: Team Leadership

  Chapter 15: Gender and Leadership

  Chapter 16: Culture and Leadership

- F2F Conversation
    - Substitutes for Leadership
    - Upper Echelon Theory
    - Corporate Governance
    - Managing Culture
- Lagniappe: Everything Doty says you ever needed to know about leadership … !
- Required Reading

O'Reilly, C. A. III, Doerr, B., and Chatman, J. A. 2018. "See you in court": How CEO narcissism increases firms' vulnerability to lawsuits. The Leadership Quarterly, 29: 365-378.

Schepker, D. J., Kim, Y, Patel, P. C., Thatcher, S. M. B., and Campion, M. C. 2017. CEO succession, strategic change, and post-succession performance: A meta-analysis. The Leadership Quarterly, 28: 701-720.

Hambrick, D. C., and Mason, P. A. 1984. Upper Echelons: The organization as a reflection of its top managers. Academy of Management Review, 9: 193-206.

Kerr, S., and Jermier, J. M. 1978. Substitutes for leadership: Their meaning and measurement. Organizational Behavior and Human Performance, 22: 375-403.

Chatman, J.A., and Cha, S. E. 2003. Leading by leveraging culture. California Management Review, 45: 20-34.

Tang, J. 2017. CEO duality and firm performance: The moderating roles of other executives and blockholding outside directors. European Management Journal, 35: 362-372.

Supplemental Readings

Hiller, N. J., and Hambrick, D. C. 2005. Conceptualizing executive hubris: The role of (hyper-) core self-evaluations in strategic decision-making. 2005. Strategic Management Journal, 26: 297-319.

Hayward, M. L. A. and Hambrick, D. C. 1997. Explaining the premiums paid for large acquisitions: Evidence of CEO hubris. Administrative Science Quarterly, 42: 103-127.

Berns, K. V. D., and Klaner, P. 2017. A review of the CEO succession literature and a future research program. Academy of Management Perspectives, 31: 83-108.

Krause, R., Semadeni, M., and Cannella, A. A. Jr. 2014. CEO duality: A review and research agenda. Journal of Management, 40: 256-286.

Krause, R. 2017. Being the CEO's boss: An examination of board chair orientations. Strategic Management Journal, 38: 697-713.

Keller, R. T. (2006). Transformational leadership, initiating structure, and substitutes for leadership: A longitudinal study of research and development project team performance. Journal of Applied Psychology, 91(1), 202-210.

Podsakoff, P. M., Niehoff, B. P., MacKenzie, s. B., and Williams, M. L. 1993. Do substitutes for leadership really substitute for leadership? An empirical examination of Kerr and Jermier's situational leadership model. Organizational Behavior and Human Performance, 54: 1-44.

ASSIGNMENTS

Semester Assignment: Make a Theoretical Contribution

Each of the smaller assignments is actually a portion of this larger effort. I will provide feedback on the individual assignments so that you can produce a better final draft. In essence, you are producing the front end of a manuscript similar to a journal or conference submission. Do not just piece the three assignments together. Instead you need to produce a single, integrated document. And yes, this may be the third or fourth time you have rewritten the paper for this class. Bummer!

Your paper probably shouldn't exceed about 30 pages including all figures, tables, references, and appendices. Double space, 12 pt, Times New Roman font, 1 inch margins, Academy of Management, JOM, or APA style guide (more or less), etc.

The assignment appears to be fairly simple: introduce a theoretically interesting question, develop a causal theoretical model that answers the question, and design an empirical test of the theoretical assertions. I'm guessing by the end of the semester you will discover it is not so simple.

You must articulate the causal logic for each hypothesis and formally state each hypotheses. This causal logic may or may not be summarized in a causal diagram. Provide compelling theoretical logic. I should be convinced your hypothesis is true before you tell me what it is. In other words, you need to explain the "why" for each H.

TIP: Do this mental exercise. After you read each H add the word "because" and then complete the sentence. This "because" should be explain in the 1 to 2 paragraphs preceding the H. In other words, the formal statement of the H really serves to summarize the causal arguments in the paragraph or two proceeding the H. Notice many articles segue into the hypothesis using "Thus we hypothesize: H1 …."

Note that you will need to describe your sample both in terms of the types of organizations included and the specific participants within the organizations.

You may not use structural equation modeling to test the hypotheses you derive from your model. You will need to specify the analytical test for each hypothesis and explain your control variable strategy (either at the hypothesis or at the study level as appropriate).

More details are provided for each of the smaller assignments.

Assignment 1: Ask an Interesting Question

This assignment is really to write an article length introduction section for your paper.   When I do this I try to accomplish 5 things, and yes on my first draft you can figure I will try to write 5 paragraphs:

1. Introduce the topic and show that it is important.

2. Set up the controversy in the literature and present one side of the argument.

3. Present a counter argument.

4. Explain how you can clarify, resolve, or contribute to the debate by challenging one or more loosely held assumptions embedded in the current debate. This is where you demonstrate that you are challenging a loosely held assumption in the field.

5. Outline how your paper will contribute to the debate -- I often start the first draft of this paragraph with "The purpose of this paper is to ..."

6. This paper should be about 3 pages (probably not less than 2.5 pages or more than 4 pages).

TIP: Because this is a Ph.D. seminar the expectation is that you will make a theoretical contribution to the body of knowledge rather than merely an empirical contribution or a contribution to the body of practice. Remember the primary reason an article gets rejected is the lack of a sufficient theoretical contribution. Thus when you introduce your paper you need to focus the reader on the theoretical aspects of your work. If you don’t cross the theoretical contribution bar, you won’t get a chance to make the empirical or applied contributions that also result from your research effort.

Assignment 2: Articulate a Theoretical Answer

1. This section is the body of the paper, or the part often labeled "Theoretical Development." At a minimum you will need 3-5 logically derived causal hypotheses in this section that may or may not be summarized in a causal diagram. Remember that you may not use SEM in your analysis, so most of you will need to be thinking in terms of multivariate regression.

2.   This is the section of the paper in which your need to provide constructive definitions of the elements of your theory. You can't just name a construct, you have to explain what it means and now it relates to other constructs in the nomological network. This is the "what" and "how."

3. I want you to be careful here, and remember that "what" and "how" are necessary but not sufficient conditions for theory development. You must explain WHY in addition to what and how. Here is a little trick I learned last summer that seems to help many students. Look at your hypothesis, then add the word "because" at the end. If what should follow the "because" isn't already explain in the paragraph(s) immediately preceding the H, then you have not articulated the causal logic. You need to do more deep thinking.

Remember that my little trick is just that-- a trick. Don't forget to delete the "because" before you turn your paper in. The causal logic should be presented before you summarize that logic with a formal hypothesis.

4. This portion of the manuscript should probably not exceed about 10 pages or so of text.

Assignment 3: No Really – An Interesting Theoretical Argument.

Use the feedback you have received and your ongoing research and editing skills to combine the first two assignments into a better written argument with better causal logic. Turn in a single manuscript that is the front end of a paper. At this point go ahead and add a title and abstract page.

Assignment 4: Specify a Large Scale Quantitative Test

This is akin to a Methods section. You need to:

1. Describe and justify your sample. You need to think not only about the respondents, but also the sample of organizations you will be using. What steps will you take to insure variance in key variables? What are the relevant industries or economic sectors that you will include, and based on these differences what are the important control variables for your study. You may not use a single industry study so you need to think about these issues.

2. Describe your procedure.

3. Provide operational definitions of constructs (I suggest you develop a table that organizes constructive definitions and operational definitions in one place. We don't normally do this in an article, but it might help structure your thinking.)

Provide your instrumentation, possibly as an Appendix. Yep, you got it, I want to see measures including individual question items. I am an old school survey researchers, so I don't mind people writing new questionnaire items when existing measures don't meet the need. But if you use new items, you need to take care explaining your psychometric evaluation strategy.

4. How you will avoid or mitigate the potential for common methods bias -- and don't even think about suggesting the Harmon one factor test -- it is not adequate. Please discuss *ex ante* and *ex post* strategies.

5. The process you will use to conduct the psychometric evaluation of your measures.

6. Defend and explain your control variables

7. Articulate your analysis strategy and specify specific correlations, regression equations, or other multivariate modeling approaches that provide valid tests of each hypothesis. Use full variable names and not abbreviations. This is another place where using a tabular format might make sense.

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.
Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php
Campus Carry
We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php
UT Tyler a Tobacco-Free University
All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.
Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.
There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.
Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.
Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.
The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).
Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.
Disability/Accessibility Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and

fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities Revised 05/19

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

 UT Tyler Counseling Center (903.566.7254)