

# Sample 1

## Faculty Development Plan

### Self-Assessment

#### *Interests, Strengths, Skills, Competencies, and Opportunities*

I am interested in how individuals try to bring about change in the organizations of which they are a part and the effects of these change efforts on the individual. My program of research has focused on employee voice—how and why individuals speak up with suggestions to change the current status quo of an organization and how these efforts are recognized. My dissertation focused specifically on what drives newcomers to try to make changes to the organizations they join, highlighting the role that self-perceived status plays in motivating newcomers to push forward change. Several of my current projects focus more on newcomers—looking at the performance of star newcomers as well as how being a newcomer impacts mental health. Over the next few years, I anticipate focusing more on newcomers while continuing to investigate how individuals seek to bring about change in organizations.

My doctoral training gave me insight in to the full research process from designing studies through navigating the publication process. This training helped me to develop grit and perseverance to weather the research process. I am lead author on several of my projects and often occupy the driver's seat in making sure that projects are moving forward. I have been able to develop the ability to design and conduct experimental work using behavioral labs and online platforms, to design multi-wave field studies, and more recently, to conduct archival studies. I have also learned a variety of statistical techniques to analyze multilevel and/or longitudinal datasets. Through my doctoral training and post-doctoral experience, I have been able to develop a strong network of current and potential collaborators at a number of top institutions.

I am interested in sharing existing knowledge as well as my current research findings with my students. Prior to joining BYU, I felt confident about my teaching competencies. I have generally received high teacher ratings and enjoyed being in the classroom. I like to create an open and safe environment where students feel comfortable participating, and I try to emphasize the applicability of what we discuss in class. I also seek student feedback on my course instruction and try to respond to that feedback where feasible.

#### *Areas to Develop*

In terms of research, I seek to become more adept at gaining site access to conduct field research, which will require me to develop better relationships with individuals at a variety of organizations and to seek to make connections with the members of the OBHR advisory council. I also recognize that I need to work on focusing my research energies. I tend to enjoy working on a variety of projects with a variety of co-authors, but this variety comes at a cost when the topics do not substantially overlap. I plan to be more selective in the projects that I start to make sure that they are consistent with my chosen research streams. I will also try to pull back from projects that either do not fit with my current research agenda or are unlikely to lead to a top tier journal publication.

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I also seek to become a better citizen in my department, the Marriott School, and the profession. I have enjoyed getting to know the members of my department, and I look forward to being more involved in service capacities in the future.

## **Professional Goals**

*Citizenship Goals.* I seek to be a valuable citizen in my department, school, and profession in several ways.

### *Citizenship Plans:*

- I will continue to participate in our departmental writing circle and/or organize the writing circle for the Fall Semester.
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### **My Goal Alignment with Department and University Aspirations and Needs**

My goals of publishing high-quality work in top-tier academic journals align with the goals of the department, Marriott School, and BYU in being known as a top research institution. My teaching goal of improving and updating both my undergraduate and MBA courses will serve students of the University as I strive to create a challenging yet safe environment where students learn and demonstrate the applicability of general theories to situations they or organizations they are a part of may face. I hope that these changes will be spiritually strengthening, intellectually enlarging, character building, and enabling students to participate in lifelong learning and service as students learn how to analyze diverse situations and apply evidence based management skills. By accomplishing my citizenship goals, I hope to better serve the members of my department as well as to enhance the reputation of BYU by serving as a competent reviewer for top journals.

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### **My Activities and Accomplishments**

At this point in my career, I believe that I am making steady progress towards establishing myself as a scholar and developing as a teacher. I have experience publishing in the top journals in my field, and I have several manuscripts that will be submitted for review in the near future. I have a solid foundation upon which to continue to improve my teaching, and I look forward to continuing to learn from my mentor and colleagues on how to grow and improve as a researcher.

# Sample 2

**Faculty Development Plan  
Department of Management  
2018**

**Part I- Self-Assessment**

**Strengths:**

I am positive, enthusiastic, and devoted to the aims and mission of BYU- particularly the final aim: to develop students with...the skills and desire to *serve others throughout their lives*. One of my strengths is my conviction that faculty and students can improve the world while pursuing careers inside and outside of the home. This conviction, and my passion to help those who share it, drives my research and teaching. I also come to BYU with an understanding of social, religious, economic, and other differences. I have a sensitivity to those who feel “different” (which can be any of us depending on the circumstances). My goal is to channel that sensitivity appropriately so that my work can be a source of “inspiring learning” as discussed by President Worthen at the start of the semester.

**Skills and Competencies:**

Because I transferred from another school and chose to restart my tenure clock (and because I worked in industry for a decade prior to academia), I combine the hunger for productivity of a new faculty member combined with the experience of a mid-career faculty member. This hybridity allows me to contribute to the growth and culture of our department while also working to contribute to our research reputation. In addition, I have particular expertise with experiential learning, deploying students-as-consultants, flipped classrooms and online learning, and with running international and domestic consulting projects as part of an educational experience. Most projects associated with this experience focused on investigating social impact, social entrepreneurship, corporate social responsibility, and innovative ways to create social value. Thus, I look forward to using this experience to support the work of my own department while also (when appropriate) building connections with the Ballard Center and colleagues teaching entrepreneurship, strategy, and public management.

**Research:**

The question of how business can be used to alleviate poverty and build self-reliance drives my research projects. My research interests involve social entrepreneurship and innovation on the part of for-profit and nonprofit organizations, principally within the context of poverty alleviation efforts in least-developed markets. Thus, my research starts with phenomenological issues and from there I identify practically relevant and theoretically interesting research questions. My projects are often action-oriented, involving field quasi-experimentation coupled with qualitative methodologies. To accomplish my work, I usually partner with other organizations (non-profit or for-profit) and plan field surveys that require translation to other languages and hiring locals to help with data collection. What cuts across all of my work is my goal is to work with, study, and learn from the majority of people living in the world (4-6 billion)

who live on less than an average of four dollars per day—and in so doing, to identify the boundary conditions of extant mainstream theories. As the statements in earlier sections indicate, my work to date draws from many disciplines, and I have made contributions to top journals in management, marketing, and public policy.

**Teaching:**

My teaching philosophy leans toward the practical, the actionable, and the application of the theories and principles we discuss in class. I came to BYU with significant teaching experience and some validation of success in teaching (an undergraduate teaching award, an AOM award for my syllabus and description of methods, and consecutive top ratings from MBA students). I have developed award-winning teaching cases and enjoy creating new content for my classes while also experimenting with non-lecture content. Prior to coming to BYU, I taught undergrads (ten years ago), executives, full-time and part-time MBAs – and I taught in a range of formats (long weekends, six-month engagements, regular schedules, and online). I enjoy teaching and teaching was my original interest in this field. In addition, I am an unapologetic extrovert and I get so much energy when I can connect with students and facilitate a great class.

The facts in the prior paragraph have made it even more unnerving, upsetting, and concerning that I have not had similar success in *both* of my teaching terms at BYU. I have put considerable time and contemplation, including prayer and seeking the counsel of others, to identify possible reasons for my current teaching situation and to find solutions going forward. I share the results of that analysis in subsequent sections of this document.

**Citizenship:**

My extroverted nature relates to my philosophy on citizenship: I want to build bridges with my colleagues, contribute to the growth and impact of our department and the field of social innovation and entrepreneurship, and I want to support others in their growth. This leads me to be very interested in typical citizenship work on councils and at the individual level. However, in my last job, I was told that I had too much citizenship—particularly in terms of taking on special courses, theses, honor students, and new preps. Since hearing that belated counsel I have become more strategic with my fresh start at BYU. I recognize and appreciate the official policy of BYU to help shield new faculty from heavier citizenship requirements; such a policy is helpful to people like me. That said, I have still engaged in citizenship at the department, university, and field over the last two years.

One way that I contribute at the department level stems from the fact that I am not afraid to speak up in department meetings; I am willing to bring difficult questions to the fore (in a positive way) to help our department move forward. More specifically, I offer a high level of support to colleagues. To date, I have substituted for [REDACTED] three times in OB 321 (teaching three classes back to back each time), for [REDACTED] with MBAs (once per year for four hours each time), I have been a guest lecturer for the Ballard Center twice, and in the Political Science department once (to discuss women and microcredit for the latter). At the University level, I have helped form and run a new cross-campus initiative associated with the Management Department and the Ballard Center—the initiative is called the Global Innovation

Group (GIG). The Global Innovation Group is a network of scholars from all schools on campus who are doing international travel and associated research. The GIG group meets quarterly to vet research proposals, share information about opportunities for research and student involvement, and to build connections between projects and scholars.

At a more macro level, I helped colleague [REDACTED] run the Women at AOM lunch arrangements and I volunteer for a day of meeting with prospective students at AOM each year. I look forward to building from this base and to discussing with my department chair how I can make more targeted and macro level contributions to my citizenship record.

My citizenship to the field has focused on being a special issue editor for the Journal of Public Policy and Management regarding an issue focused on Subsistence Marketplaces. I have also co-chaired a Subsistence Marketplace conference associated with the journal. I am aware the JPPM rates as a “B” journal (at best) according to BYU journal rankings, but I worked with my colleagues to make the decision that in my field, such an engagement makes sense once. When the engagements end at the close of 2018, I plan to pull back from these kinds of projects until I have more senior status.

**Areas I wish to develop:**

I have three areas in which I wish to improve. First, I hold myself to very high teaching standards, and I want to dramatically improve my content and teaching materials – which I feel certain will correlate with my ratings. Please note I will not focus on chasing the ratings, but rather the foundation of the whole endeavor- the content and the purpose that drives that content. In particular, I want to discuss overhauling the way I – and possibly others—teach OB 321 (see subsequent section which goes into more detail). I will discuss this potentially risky decision with my mentor and my department chair, and I have a back-up plan in the event that we collectively decide to delay such an overhaul.

Secondly, I want to continue to grow my ability to “bathe my subject matter in the light and color of the restored gospel” (per Spencer W. Kimball). I have spent over a decade teaching a topic (social inclusion of the poor) without reference to religion or morality or ethics, so I have deeply entrenched habits- even skills—in avoiding or changing the discussion of these topics and connections. I look forward to learning how to teach organizational behavior principles (and pro-poor strategies) to students in a way that expands their testimony and sense of the *value* and practical use of that testimony.

Thirdly, I want to earn tenure through the quality of my research so I will work to more tightly focus and pace my writing projects. I will identify ten to fifteen leading scholars with whom I need to network in order that my work becomes understood and discussed by appropriate opinion leaders. Also, I will reorganize my project pipeline so that I have a more even balance of projects at the front, middle, and end of the research pipeline.

## Part II- Professional Goals

### Citizenship Goals

My long-term citizenship goals are to engage in service at the group, department, university and field levels with the objective of building long-lasting connections and providing measurable value based on my unique experience.

### Citizenship Plan

**Short-term:** Given the recent input that my citizenship (in some areas) is above what is expected and given the need to prioritize teaching and research before citizenship over the next 12 months, my near-term plan is to keep my citizenship at its current level. That said, I plan to work with my area and department chairs to develop a strategy for the following year and beyond. Regarding the specifics of my current citizenship activities, over the next 12 months I will continue to:

- Attend and actively contribute in department and group meetings
- Provide friendly reviews as requested; continue to participate in Writing Circles year-round
- Offer assistance to colleagues as requested
- Go to lunch with colleagues once per week (I will improve on this)
- Participate in Winter Strategy Conference and offer to assist
- Run GIG meetings for the year; use GIG to help Ballard Center increase its funding and harvesting of research projects
- Continue to coordinate the holiday gift exchange for department assistants
- Support Ballard Center initiatives in ad hoc manner

**Medium to Long-term:** In the near to long-term, I would like to do more than the items listed above. In particular, I would like to help with efforts to include women in the Marriott School and in efforts to build out our expertise in experiential learning. I would also like to explore how to more meaningfully engage with the teaching and research efforts of the Ballard Center.

Regarding externally visible service to the field, I would like to do more of this as I approach the final and more public stretch of the journey to tenure. I plan to discuss with my department chair the wisdom and timing of hosting the bi-annual Informal Economy conference, the wisdom of hosting symposia at Academy, and the value of other ideas.

### Research Goals

I have a record of publishing in top journals and the context of poverty in developing countries unifies my work. However, my “hits” are spaced about two years apart and my data takes a long time to collect. My analysis of my research portfolio suggests that I need to 1) do more to cultivate a narrative for my past work and a clear sense of focus for future work and 2) increase the pace of generating manuscripts. My overarching goal is to continue to build a strong portfolio of quality research that is consistently published in top tier journals.

## Research Plan

- I will work with my mentor and my department and area chairs (and/or Developmental Specialist [REDACTED]) to create and refine a narrative unifying my past and future research.
- Work with same stakeholders to identify ten names of future letter-writers to help me target my audience and help me prepare to accumulate letters for my tenure packet. This should have spillover effects helping me target (or avoid) different research conferences. It will also help me direct manuscripts that could appeal to different audiences- the choice of names will help me narrow how I push papers and data.
- Continue to participate in the Writing Circle to create the pressure to bring different manuscripts to our meetings.
- Follow a template to create a writing schedule and move from writing in chunks to writing every day. Engage with Developmental Specialist to create deadlines and accountability for writing manuscripts.
- Interview and hire a research assistant to help with my research projects.
- Write up the Refugee Entrepreneur AMR manuscript first (February first full draft to friendly review), then the SEJ entrepreneurship and wellbeing paper (March to May), then the AMJ microfinance social networks piece (March-April+), then World Bank paper with [REDACTED] and [REDACTED] and [REDACTED] (Feb-April+). Travel to gather data for the social networks in farming supply chain paper (Feb and ongoing). Continue discussions with [REDACTED] and [REDACTED] and [REDACTED] regarding collaborations on papers (ongoing). Targets: Submit Refugee Entrepreneurship and Microfinance Social Networks piece before teaching in August.

## Teaching Goals

I wish to make OB 321 more applicable to the lives of the majority of students who take the course. After two iterations, my analysis is that the material I have (which mirrors that of my colleagues and was sourced from colleagues and the book publisher) is too theoretical for the way I teach and for the expectations I set for how useful OB 321 can be—and the way I present the material can be better matched to the way I test. At a very macro level, I need to find a point of view that unifies the material before I teach the course another time. I would like that point of view to incorporate spiritual development and to show students how OB links to spiritual development as well as career development.

Accordingly, I want to overhaul the material and change the nature of my deliverables and tests. In particular, I would like to link the course to key management books and I would like to

rely less on multiple choice tests and more on short papers and presentations associated with putting OB principles into practice.

### **Teaching Plan**

I will first work to find my “point of view” on the material and then I will prioritize changing my exams and rewriting my deliverables. My analysis of past performance shows that the students feel a disconnect from the practical, big picture, “make sure you can apply this” way I teach and the “get the exact answer from the book” nature of the multiple choice parts of my tests. I can address this by changing the exams and by taking more class time to discuss my deliverables and explain how they link to the overall point of view I have for the material.

After the above are accomplished, I would like to take time to link the course to one or more management books and I would like to obtain student support in changing the slides and other content. I would like to expand three topics to cover two days and I would like to cut at least three topics to create the room for the former.

I will also seek feedback and improvement on the scale I used for the course- during the last iteration of the course I made the course worth too many points, so each question on tests carried too much weight and the proportions of the entire semester were off-kilter. This is easy to fix, but not in time to remedy past ratings.

### **Part III- Resources Required**

I am grateful for the opportunity to work at BYU and I have received assurances that although my international work can be relatively expensive, there will be funding. To date, I have found this to be true, as I have obtained funding from the Ballard Center and a MEG development grant (note: much of the MEG will go to student-related expenses, so the Ballard monies are advancing the research). To a significant extent, I have the funds that I need to do research and attend conferences. Thank you.

Regarding teaching resources, I would like to allocate funds to having a student help me change my Learning Suite layout, my description of deliverables, and my slides. I will apply for a Course Development Grant to contribute to these costs, but I may need additional resources. I would also like to apply for funds to pay for attending the Teaching and Learning Conference at AOM.

Finally, I would like to purchase an iPad and cords and portable keypad to enable me to stream videos and other material during class more seamlessly. This new system would allow me to be free of the memory constraints in my laptop. The same setup will allow students to share content from their mobile devices and will allow me to take a smaller and less vulnerable computing device on my research trips to Tanzania and beyond (there is no allocation in the current budget for any technology purchases besides the video cameras that are part of the research protocol).

## **My Activities & Accomplishments**

After one full year at BYU, I feel much more comfortable with this new environment and with the quantity and the composition of the student body. I feel grateful to have access to outstanding colleagues and I feel that my habits in terms of writing and balancing research and teaching are solid and improving (in part because of exposure to the patterns of my colleagues). I am finding more ways to contribute my skills and experience in terms of helping with future capstone and consulting electives and in terms of contributing to the Ballard Center. I remain perhaps a bit too obsessed with improving my teaching ratings and I will work hard to make sure I do not sacrifice research productivity in pursuit of teaching excellence.

# Sample 3

## **Citizenship Project Proposal**

### **Collaborative Teaching Activities**

To improve my own teaching as well as to provide service to those members of my department teaching the same undergraduate course (OB 321), I plan to further develop a shareable google spreadsheet and dropbox folder to share ideas and materials for in class activities and video clips.

During the Fall semester I will also invite a senior colleague teaching the same undergraduate course to come and observe my course and provide feedback on how I can improve relationships with my students and better deliver course material.

### **Collaborative Scholarship Activities**

To improve my writing, I will continue to participate in our departmental writing circle and/or organize the writing circle for the Fall Semester.

During the Fall Semester I will invite a colleague to provide a friendly review of one of my working papers.

I will contribute in department and group meetings.

### **Collaborating with Colleagues Outside of BYU**

At the annual Academy of Management meeting, I will seek to meet with two scholars whom I have not met with before to discuss common research interests.

## Course Development Project Grant Proposal

I propose two uses for the \$300 course development grant.

First, I would use a portion of the money to purchase a document camera to use during lectures. I have checked with my department, and no one is aware of document cameras being available for use in the Marriott School. At prior institutions, I have used document cameras on occasion to highlight recent popular press articles that relate to topics we cover during class. I have found these discussions highlighting the applicability of course content to current events to heighten student engagement with the material. I find that being able to display the content on the screen further focuses the students on the given story.

Second, I would use the other portion of the money to participate in the annual Academy of Management Teaching and Learning Conference (<http://aom.org/Meetings/annualmeeting/TLC/Teaching-and-Learning-Conference.aspx>). This conference is held annually as part of our primary annual meeting, but it requires an additional fee (\$130) to attend. I believe that the conference would help me develop better ideas about how to more effectively communicate important OB topics.

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Research support has also proven adequate for travel and study needs. However, I worry about having enough resources to involve undergraduate and graduate RAs in my research projects. I plan to apply for MEG funding to better incorporate students into my research projects. I am grateful for the availability of the Marriott School behavioral lab and have already run several studies using this resource. I am also grateful for my mentor and my departmental colleagues who have been instrumental in helping me with both teaching and research development.

### **My Activities and Accomplishments**

At this point in my career, I believe that I am making steady progress towards establishing myself as a scholar and developing as a teacher. I have experience publishing in the top journals in my field, and I have several manuscripts that will be submitted for review in the near future. I have a solid foundation upon which to continue to improve my teaching, and I look forward to continuing to learn from my mentor and colleagues on how to grow and improve as a researcher.



MARRIOTT SCHOOL  
OF MANAGEMENT

**ORGANIZATIONAL EFFECTIVENESS**

OB 321 – Fall Semester 2016

Professor: [REDACTED]  
Office: [REDACTED]  
Phone: (801) 422-[REDACTED]  
Email: [REDACTED]@byu.edu *[Best method of contact, and I will respond within 24 hours except for emails sent on weekends, which will be answered on Mondays]*  
TA/Assignment Email: [REDACTED]@gmail.com

Office Hours: Tues 3 – 5 PM or by appointment

Class Time and Location:

Section 5, Mondays and Wednesdays 2:00 p.m. – 3:15 p.m., W308 TNRB

Section 6, Mondays and Wednesdays 3:30 p.m. – 4:45 p.m., W308 TNRB

**COURSE DESCRIPTION AND OBJECTIVES**

Why do some organizations succeed while others flounder? Why do some employees rise in the ranks and others stagnate (or fall)? Why do some people love their jobs while for others work is sheer misery? The purpose of this course is for you to gain an understanding of the factors that contribute to organizational effectiveness and the role that managers and individual employees play in helping their organizations succeed and employees thrive.

My goals for this course are to help each student:

1. See the application of Gospel principles in work settings and learn of research that supports these principles.
2. Explain key characteristics of successful organizations.
3. Discuss effective management of diversity in organizations and teams.
4. Effectively work in a team through improved understanding of group dynamics, communication, and conflict management.
5. Motivate employees to accomplish organizational goals.

The structure of the course encourages learning in multiple ways: through lecture, readings, in-class discussions, exercises, case analyses, and a team project. These approaches provide opportunities for students to enhance their analytic and interpersonal skills, both of which are essential to effective management and to success in the workplace.

## READINGS

**1) Textbook-** Talya Bauer & Berrin Erdogan (2015). Organizational Behavior, version 2.0 Nyack, NY: Flat World Knowledge.

For this course we will be using a Flat World Knowledge text created by Bauer and Erdogan. You have the option of purchasing online access to this text for \$30, an eBook version that you can download (and print if you would like) for \$50, a color print version (including online access) for \$55, or all of the above for \$75. Please choose whatever format will appropriately meet your learning style and budgetary constraints. Go to <https://students.flatworldknowledge.com/course?cid=2553533&bid=2398571> to choose the format you would prefer to use. You will find instructions on how to gain access to an electronic or hard copy of the text.

**2) Online Coursepack (OCP)-** In addition to the textbook, we will also be using a course packet available at the bookstore.

**3) Learning Suite (LS)-** There will also be other readings that are posted on our course learning suite.

The course schedule (p. 10) indicates where each reading is located.

## LEARNING ASSESSMENT

Your grade in this course will be based on assessments of several different types of deliverables including class participation, quizzes, papers, exams, and group projects.

Individual Work (75%)	Team Work (25%)
Exam I (16%)	Final Project Executive Summary (8%)
Exam II (16%)	Final Project Paper (12%)
Exam III (18%)	Contribution (teammate evaluation) (5%)
Big Idea or Biography Project (10%)	
Quizzes (5%)	
Participation (10%)	

Letter grades will be approximately as follows:

A	93.00 - 100	C+	76.67 - 79.99	D-	60.00 - 63.32
A-	90.00 - 92.99	C	73.33 - 76.66	F	Below 60
B+	86.67 - 89.99	C-	70.00 - 73.32		
B	83.33 - 86.66	D+	66.67 - 69.99		
B-	80.00 - 83.32	D	63.33 - 66.66		

I am required to follow the policy established by the Marriott School for determining grades in this course (<http://marriottschool.byu.edu/students/classroompolicies>). Thus, your final grade may depend on the distribution of grades in the class (i.e., final grades may be curved).

## INDIVIDUAL WORK

### **3 Exams (Cumulatively 50% of final grade; Exams I /II are 16% each; Exam III is 18%)**

You will have three exams; all exams will be held at the Testing Center. Exam I will be available from **October 5<sup>th</sup> at 5:00 p.m. to October 7<sup>th</sup> at 2:00 p.m.** Exam II will be available from **November 2<sup>nd</sup> at 5:00 p.m. to November 4<sup>th</sup> at 2:00 p.m.** Exam III will be available from **December 10<sup>th</sup> at 8:00 a.m. to December 15<sup>th</sup> at 9:00 p.m.** Exam I will cover the content from sessions 2-11. Exam II will cover the content from sessions 12-18. Exam III will cover the content from sessions 20 -25, and 28 along with select concepts from earlier sessions (these concepts will be made known prior to the exam). Make-ups for the exams will not be arranged unless you have written documentation from a third party of an emergency that prevented you from being present.

### **Big Idea or Biography Project (10% of final grade)**

You have two options for this assignment—you will select **either** the Big Idea Project or the Biography Project. This is a “choose your own adventure” kind of assignment, which means that once you have selected one option you will not be able to go back and pick the other option.

**Big Idea Project:** sometimes we need a nudge (or push) to make changes in our lives or in the organizations of which we are a part that we have been wanting to make. This is your push! The Big Idea Project provides you with the opportunity to conduct a development project of your choosing that will help you to better prepare for your future as an effective manager and leader. You cannot already be working on this project or be getting credit for this project for another class. You will need to outline (in writing) what your project is, why it is important, how it relates to your future success as a manager/leader, how you identified and set your goal, and what your BIP outcomes will be. Your project goal must be SMART (specific, measurable, attainable, result-focused, and time-bound). You will write a five page (double-spaced) summary of the experience and the related learning incorporating application of course materials. You may not change your project or goal without written permission. Simply completing the project and/or goal does not guarantee full credit—I want to see that you have pushed yourself to do something and that you have learned from the experience. Additional details will be provided during the semester. The project proposal is due via email to [howellorgbehavior@gmail.com](mailto:howellorgbehavior@gmail.com) by **5:00 p.m. on Wednesday, September 7<sup>th</sup>**. The report is due via email to [howellorgbehavior@gmail.com](mailto:howellorgbehavior@gmail.com) by **5:00 p.m. on Wednesday, November 16<sup>th</sup>**. In both emails, make sure to include your section number in the subject line.

**Biography Project:** sometimes we need to learn from others about how to effectively lead or manage ourselves. The Biography Project provides you with the opportunity to conduct an in-depth study into the life of a great leader. For this assignment, you will read a biography of a great leader (e.g., Larry Miller, Henry B. Eyring, Warren Buffett, Steve Jobs, Marissa Mayer, Eleanor Roosevelt, Sheryl Sandberg, Harriett Tubman, etc.) and write a summary of your learning and how you will change your own life/leadership based on what you learned. Before you begin, you will need to get approval for your choice of biographies (it must be at least 300 pages long, and you cannot be reading it for another course or have read any portion of the book previously). You will write a five page (double-spaced) summary of your learning, including

why certain approaches worked for your chosen leader based on materials learned in class, and how you will change your own life/leadership in the future based on this learning. Simply completing the book and summary of learning does not guarantee full credit—I want to see that you have contemplated key learnings from your leader of choice and seen how to apply these learnings in your life. Additional details will be provided during the semester. The biography proposal is due via email to [REDACTED]@gmail.com by **5:00 p.m. on Wednesday, September 7<sup>th</sup>**. The report is due via email to [REDACTED]@gmail.com by **5:00 p.m. on Wednesday, November 16<sup>th</sup>**. In both emails, make sure to include your section number in the subject line.

### **Quizzes (cumulatively 5% of final grade)**

There will be 11 quizzes during the semester. Your lowest quiz score will be dropped. Quizzes will be announced in advance and will cover assigned readings for the relevant class session. Quizzes may include true-false, multiple choice, or short answer questions and they will be completed online via Learning Suite prior to the appropriate class session. There are NO make-up quizzes.

**Participation (10%)**: Participation is an essential part of the course and is important for your own individual learning experience. Class participation will be evaluated based on demonstrated preparation and engagement through involvement in class discussion and group exercises. You are fully expected to complete all of the readings and cases and come to class prepared with insights and questions for the in-class discussion. With regard to participation itself, quality (the thoughtfulness of your comments) counts somewhat more than quantity (how frequently you talk), although simply waiting to offer a couple well-prepared comments throughout the course and staying silent otherwise will not earn you a very good participation grade. Your goal should be to contribute in a meaningful and (reasonably) consistent way to the class discussions. Quality in-class comments 1) go beyond the facts of a particular reading or case and offer unique insights, 2) provide links between the topic under discussion and other cases, the reading, or outside situations, 3) extend, build upon, or constructively critique others' contributions, and/or 4) stimulate discussion by others. At the end of each class you will complete a one-minute memo summarizing your take away for that class (what you have learned) and will grade your own participation. Your grading of your participation will account for three quarters of your participation grade. My assessment of your participation will account for the remaining quarter. I permit 2 excused absences without need for notification.

**Insight**: Each class will begin with a *Gospel Insight* or a *Management Insight*. You are expected to present one Insight during the semester. For the Gospel Insight, you will be asked to illustrate an OB principle you find in the scriptures or teachings of the living prophets. For the Management Insight, you will be asked to illustrate an OB principle you have observed from a recent news source or research article. These insights should last no more than 1 to 2 minutes. To sign up, please use this [google doc](#)—**make sure to sign up for the correct section**. If you do not sign up, you will be assigned a date.

### **Important notes on attendance and participation:**

- Excused absences include religious observances, family emergencies, and illness. In all cases I request that you email me *before* class for the absence to be excused (outside of a

true emergency—where some proof would later be required—there is *no reason* that a short email cannot be sent beforehand).

- If you are shy or have language challenges, I encourage you to write down comments or questions when you read for class and then offer those comments or pose those questions at an appropriate time in class. Being able to contribute meaningfully to discussions is vital to career success across disciplines, and I urge you to use this semester to develop this important skill.
- If you miss class for any reason, *you and you alone are responsible* for getting notes, slides, figuring out what we did (e.g., learning points for exercises, case discussions, etc.).

Professionalism: I care a great deal about fostering honest in-class discussion and aim to make the class atmosphere as relaxed and psychologically “safe” as possible. This is by design. I firmly believe that students are most likely to truly learn and engage in the course material in this type of environment. And, it’s the most fun too! That said, please do NOT interpret this as license to act in an overtly unprofessional way or to think a relaxed in-class environment means other standards or policies will be “relaxed” (a different but related definition). I also believe that my time and energy—in and outside of class—is best spent teaching and providing experiences to students who truly want to learn and engage with the material. Unfortunately, it is sometimes the case that other students detract from this by creating disruptions in class or unnecessarily occupying time and energy outside of class because of their prior neglect of the course.

To create a safe and engaging environment, I ask that you do not:

- use a laptop, tablet, smartphone, etc. during class (no matter how briefly)
- come to class late more than once (yes, *one minute late is still late*)
- be disruptive and/or carry on personal conversations with other students at any point during class
- do homework or study for another class during our class time, including during group exercises
- sleep during class
- use racial, ethnic, gender-based, or religious slurs or anything that personally attacks another student; aggressively and/or repeatedly challenge a grade

## TEAMWORK

Working in teams is an important part of this course. Although some class time may be devoted to working in teams, much teamwork will be completed outside of class. Students with serious time constraints are advised to register for this course in a semester when their schedule is more conducive to team meetings.

Students will self-select into five to six person teams by **September 14<sup>th</sup> at 5:00 p.m.** (*one person* from your team should email the TA for the course with the full names of each group member) based on their interest in studying similar organizations and scheduling constraints. Students may change teams up until **October 12<sup>th</sup>**, but changing teams requires the permission of each member of the new team they are entering (email to course TA).

- *All groups MUST be 5-6 people, NO exceptions.* Figure out your group early in order to make sure you find a group. I will not assign you to a group. Part of business school education involves making connections with those around you. If you don't know anyone in the class or think you will have trouble finding a group, be proactive.

### **Final Project (Cumulatively 25% of final grade: 8% executive summary; 12% paper; 5% teammate evaluation)**

Student teams are required to complete a final team research project. This project entails analyzing various aspects of an organization of each team's choice. The goal is to apply course concepts, frameworks, and models to understand the organization in depth. The deliverables include: (A) a *draft* executive summary (1 page) of your report indicating 1) the organization your team has selected and 2) why you believe this an important organization to study in light of the course topics by **October 19<sup>th</sup> at 5:00 p.m.** to the course TA (one member per team submits via email, include all team member names and section number); (B) a final 2 page executive summary accompanied by approximately 5 power-point slides due by **December \_\_\_ at 5:00 p.m.;** and (C) a final paper due by **December 8<sup>th</sup> at 5:00 p.m.** (one member of the team emails it to [howellorgbehavior@gmail.com](mailto:howellorgbehavior@gmail.com)). This assignment is designed to:

- Provide you with an opportunity to apply management and organizational concepts to contemporary issues in a real organizational setting of your choice, and
- Give you practice working in a group.

Final executive summary and paper (20% of final grade: 8% executive summary; 12% paper). Each team will prepare a final executive summary of their findings including a 2 page written summary and up to 5 power point slides you would use to present your findings to your chosen organization. The final executive summary will account for 8% of your final grade for the course.

Teams will also co-author a  $\approx$  10-12 page paper due on **December 8<sup>th</sup>** (details below). The final paper will account for 12% of your final grade for the course. All members of the team will receive the same grade for the team project summary and paper. Late paper submissions, no matter how close to the deadline, will automatically receive a 5% grade reduction for the assignment (e.g., a paper that would have otherwise received a 90% will receive a 85%). Each 24 hours that passes after the assignment is due will result in an additional 10% reduction. Papers not received by **December 12<sup>th</sup> at 5:00 p.m.** will receive a zero.

Teammate evaluation (5% of final grade). Each student will be required to evaluate the contributions of their fellow teammates on the final presentation and paper. An online survey will be distributed via email before **December 7<sup>th</sup>** and must be completed by **December 12<sup>th</sup> at 5:00 p.m.** (lateness of up to one day results in a 50% reduction in your own score; more than 1 day and you will be given a zero). How you are evaluated by your teammates will count toward *5% of your final grade for the course*. Responses will be anonymous in the sense that you will not find out how any of your individual teammates evaluated you and they will not find out how you evaluated them (i.e., the identity of an individual feedback sender's evaluations of a target feedback receiver will not be known to the feedback receiver). This is designed to encourage the most honest evaluations. Aggregate ratings of both the numerical scores you received from your teammates are available by request (must be made to the course TA by **Dec. 12<sup>th</sup> at 5:00 p.m.**).

Site/nature of study. Your team is to use course concepts to analyze a real organization. You should hone in on at least two of the three broad course topics (i.e., Organizations, Groups, People), and within each of these broad topics select two or more specific topics (e.g., If you choose "Organizations" and "Groups" then you could potentially be integrating the topics of "Culture," "Structure," "Decision-Making" and "Power and Politics" together) that interests your group and is relevant to the organization you are analyzing. In total, you need a minimum of four specific topic areas (note: the total number of topics integrated is less important than the quality of the analysis). These topics must be integrated together throughout your analysis to demonstrate mastery of the interrelatedness of the organization (i.e., Open-systems approach to understanding organizations).

Your team can choose to analyze the organization in a number of different ways—e.g., Why has it underperformed in recent years and what steps would you recommend to turn things around and why? Why has it been so successful in recent years and what does it need to do going forward to stay that way and why? What is a current challenge this organization is facing and how should it approach that challenge and why? What is its biggest vulnerability (and why) and how should it change in order to protect itself and why? What is a significant opportunity that it should capitalize on why? Keep in mind that the above are merely sample questions to situate your analysis; you are free to choose among many other suitable questions. The key is that the question that focuses your analysis should be *highly relevant* to your specific organization today. A poorly selected question will lead to an ill-fitting and likely trivial analysis.

Your paper should be analytical and issue oriented, not merely descriptive. You should adopt the clinical pose of a management consultant, endeavoring to understand the organization, to identify its strengths and/or weaknesses, and ultimately to propose actions that solve problems, improve performance, allow for continued top performance, etc. (note: these will vary depending on the focus of your analysis).

Work-plan for project. The team project is a major portion of the course. You should therefore *begin thinking about possible organizations to study ASAP* and begin working on your project as soon as your group has formed. Specifically, you should do the following:

- a) Select an organization to study: It can be private or public, for-profit or not-for-profit, and of any size. However, the organization *cannot be BYU or directly affiliated with or contained within the broader BYU community* (note: teams have been forced to redo their project close

to the deadline because they did not pay attention to this requirement). The organization must not be your own organization or company, meaning that you are not the owner or CEO of the organization. An important criterion to consider in choosing your organization is *some degree of accessibility*—you need to have some way to collect information about the organization. For instance, you might be better served by choosing an organization that one of your group members has interned at, a family member or close friend works at, etc. rather than a more well-known organization but one where you have limited or no access. *NOTE: a well selected organization can make the project fun and interesting; a poorly selected organization can make the project far more painful than it should be.*

- b) Select a particular issue, problem, challenge, opportunity, threat, etc. to focus your analysis: Choose specific topics from the course that you believe will help your group situate its analysis. If you think you might be interested in a topic covered later in the semester, read ahead to check it out.
- c) Gather relevant information: Truly familiarize yourself with the organization. If you know someone who works at the organization, you may want to ask him or her for relevant materials (e.g. organization charts, demographic information, annual reports, statements of corporate goals). Web and library sources of information may also be useful. It might be important to interview or survey other members of the organization who are representative of the employees who are part of, or affected by, the organizational issue you are studying. Use what you have learned from the course to guide what information is “relevant” and what questions to ask given your focal question.
- d) Analyze your problem or issue: Given the information you have gathered about the organization and/or your interview and/or survey analysis, try to draw some conclusions about the issue you are studying. Draw on the management and organizational literature relevant to your topic to help you analyze it. Your analysis should be clear, logical and based on what you’ve learned from the class in addition to the data/research you have gathered.
- e) Generate suggested solutions: Given your analysis of the problem, issue, opportunity, etc. generate key steps the organization can take to improve any problems and/or build on any strengths. Your suggestions should involve things the organization could actually do given its constraints. It might be helpful to first lay out all possible solutions, including the ideal ones in a world without constraints, and then select from those, attempting to approximate the ideal ones. Your suggestions should be based whenever possible on general and guiding principles learned in this course.
- f) The paper should be  $\approx$  10-12 pages (double-spaced and numbered; 12 point font, Times New Roman, with 1 inch margins). The main sections that should be covered in the paper are described below. The number of pages suggested is to give you a general idea of the proportion of space that should be allocated to each section.

### **Example final team paper outline:**

- Note: Your team's paper need *not* take the exact form provided below; however it should be organized similarly and in such a way that it is logical in the context of the analysis and recommendations.
- All papers must include section headings.

#### Title page

- Title of paper, class, professor, date, authors

#### Introduction (p. 1)

- Describe the organization you studied: its purpose, location, age, size, industry, etc.

#### Issue/Problem (pp. 2-3)

- Describe the issue, problem, challenge, opportunity, threat, etc. that is the focus of your analysis.
- Describe why providing an answer to this issue, problem, challenge, opportunity, threat, etc. is critical to the organization today and/or in the future

#### Analysis of the issue/problem/challenge/opportunity/threat (pp. 4-6)

- Provide an integrated analysis of the issue, problem, challenge, opportunity, threat, etc. in the context of the specific course topics you selected for your analysis

#### Recommendations (pp. 7-10)

- Provide concrete recommendations for how the organization should proceed in light of your analysis and research on the organization
- Describe, in a way that integrates the topical areas your team selected from class, how and why your recommendations will be effective

#### Potential risks and limitations (p. 11-12)

- Describe the potential risks and/or limitations of the recommendations that you have proposed

#### Brief concluding remarks (p. 12)

Other (*any and/or all of the below should be included at the end of the document in the order listed below*)

- References (mandatory): List of books, chapters, articles, class slides, etc. cited in the text
  - When drawing on research, either a) cite it in the text by listing the authors' last names and the date of publication (e.g., Rey & Finn, 2016) with a reference section at the end that includes the full citation, or b) insert a footnote with the reference at the bottom of the page where the citation is made.
- Appendices, Data tables, Graphs, Charts, Figures
- Interview questions and answer excerpts (if applicable)

COURSE SCHEDULE			
	Individual	Group	Organizational
Class	Mondays		Wednesdays
1			9/6 – Course Intro and Overview READ: Syllabus, Case Analysis (LS) <b>DUE: Quiz 1</b>
2, 3	9/11– Understanding Organizations READ: Chapter 1 – Organizational Behavior; The Congruence Model (LS)		9/13– Culture I READ: Chapter 15 – Organizational Culture <b>DUE: BIP or Biography Proposal and Quiz 2</b>
4, 5	9/18 – Culture II  PREPARE: Google (OCP)		9/20 – Organizational Structure I READ: Chapter 14 – Org. Structure & Change <b>DUE: Quiz 3</b>
6, 7	9/25 – Organizational Structure II PREPARE: NASA & Open Innovation (OCP) <b>DUE: Group Selection</b>		9/27 – Leading People within Organizations READ: Chapter 12 – Leading People <b>DUE: Quiz 4</b>
8, 9	10/2 – Power & Politics I READ: Chapter 13 – Power and Politics; In the Company of Givers and Takers (OCP)		10/4 – Power & Politics II PREPARE: Heidi Roizen (OCP)
10,11	<b>10/9 – Group Project Work Day</b>		<b>10/11 – EXAM 1 – Testing Center</b> Test available from Wednesday 5:00 p.m. to Friday at 2:00 p.m.
12,13	10/16 – “I” v. “We” dilemmas READ: Great conundrum: You vs. the Team (LS); Why it pays to be a Jerk (LS)		10/18– Conflict & Negotiations READ: Chapter 10 – Conflict & Negotiations <b>DUE: Quiz 5</b>
14,15	10/23 – Group Decision Making READ: Agreement & Thinking Alike (LS)		10/25 – Individual Decision Making READ: Chapter 11 – Making Decisions <b>DUE: Group Draft Executive Summary</b>
16,17	10/30 – Communication & Conflict I READ: Chapter 8 – Communication; Trip Wires (LS) <b>DUE: Quiz 6</b>		11/1 – Communication & Conflict II READ: Chapter 9 – Managing Groups and Teams; How Mgmt Teams Have a Good Fight(OCP)
18,19	11/6 – Creativity READ: Building an Innovation Factory (OCP); How to Kill a Team’s Creativity (OCP)		11/8 – <b>EXAM 2 – Testing Center</b> Test available from Wednesday 5:00 p.m. to Friday at 2:00 p.m.
20,21	11/13 – Managing Demo and Cultural Diversity READ: Chapter 2 – Managing Diversity PREPARE: Gen Y in the Workforce (OCP)		11/15 – Individual Differences READ: Chapter 3 – Under. People at Work <b>DUE: Quiz 7</b>
24	11/20 – Group Project Work Day		<b>11/22 – NO CLASS</b>
22,23	11/27 – Individual Attitudes and Behaviors I READ: Chapter 4 – Ind. Attitudes and Behaviors <b>DUE: Quiz 8</b>		11/29 – Individual Attitudes and Behaviors II PREPARE: Wolfgang Keller (OCP) <b>DUE: Group Executive Summary</b>
25,26	12/4 – Theories of Motivation READ: Chapter 5 – Theories of Motivation <b>DUE: Quiz 9</b>		12/6 – Designing a Motivating Work Environment READ: Chapter 6 – Designing a Motivating Work PREPARE: Lincoln Electric (OCP) <b>DUE: Biography or BIP Paper</b>
27,28	12/11 – Managing Performance READ: The Talent Myth (LS) <b>DUE: Quiz 10</b>		12/13 – Managing Stress READ: Chapter 7  <b>12/15 – DUE: Team Paper</b>
<b>12/16 to 12/21 FINAL EXAM – Testing Center</b>			

## REGRADES

Grading is based upon detailed, consistent and fair criteria, and great efforts are made to ensure that grades are accurate, unbiased, and error-free. All graded materials will be reviewed *twice* before a final grade is given. I will personally read and evaluate all assignments at least once. Typically, therefore, regrades are not provided. If you strongly believe that an error was made during grading, you may appeal the grading decision. In order to appeal a grade, you must write me a memo (cc'ing the course TA) describing the perceived error and submit it within one week of receiving the grade. **Regrades may entail a review of your entire exam or assignment, meaning that your grade could decrease as well as increase.** These policies exist to make grading as fair as possible across all students.

## CHEATING

Individuals engaging in cheating, plagiarism, or other forms of academic dishonesty will be referred to administration officials overseeing student conduct code violations. Students caught engaging in such conduct will receive an "F" on the assignment/ and or semester grade.

## TECHNOLOGY IN CLASS

Laptop computers, tablets, and phones are not permitted to be used during class time (with the exception of one in class exercise). Failure to follow this policy will impact your participation score.

## STUDENTS WITH DISABILITIES

Brigham Young University is committed to providing a working and learning atmosphere, which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-285 ASB.

## DIVERSITY

In the Marriott School we aim to make our classrooms similar to the workplace. In the workplace, it is illegal to discriminate based on race, color, religion, sex, national origin, disability, or age. Furthermore, we believe Christ would never belittle anyone based on their race, color, religion, sex, national origin, disability, or age. We feel strongly that no one in the classroom should be belittled for any reason. If you experience such an offense in a Marriott School class, you are strongly encouraged to contact your professor.

## **SEXUAL HARASSMENT**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or <http://www.ethicspoint.com>; or contact the Honor Code Office at 801-422-2847.

## **MARRIOTT SCHOOL RESEARCH STUDIES**

Students enrolled in this class have the chance to replace a quiz score with full-credit by completing at least two studies (one hour of study time) with Marriott School Research Studies. These research studies are conducted by BYU faculty. Some recent examples include evaluating a website, negotiating with a supplier, or evaluating product packaging. Studies have come from faculty in all departments of the Marriott School. Please be thoughtful as you complete these studies as the insights gleaned from the studies are frequently published and shared with those outside of the University. I cannot guarantee that this opportunity will be available as space is limited. You will receive an email from the research group explaining participation in the lab studies.

## Scholarship Strategies Project Proposal

My current program of research focuses on examining employee efforts to change the current status quo of an organization, including questions related to who is more likely to seek change, who is more successful in being recognized for change efforts, and what approaches individuals may take to bring about change. My dissertation focused specifically on what drives newcomers to try to make changes to the organizations they join, highlighting the role that self-perceived status plays in motivating newcomers to push forward change. Several of my current projects focus more on newcomers—looking at the performance of star newcomers as well as how being a newcomer impacts mental health. Over the next few years, I anticipate moving this stream of research along on newcomers while continuing to investigate how individuals seek to bring about change in organizations. I am using a variety of methods to test my research questions including experiments, surveys, and archival data sets.

### Scholarship Goals

By February 2018, I plan to accomplish the following goals:

- Submit Designated Star Newcomer paper to ASQ by June 30<sup>th</sup>
- Submit Status Portfolios paper to JPSP by June 30<sup>th</sup>
- Prepare site request materials for Newcomer Socialization Project by July 21<sup>st</sup>
- Submit Voice Advocates paper to OBHDP by August 18<sup>th</sup>
- Design Newcomer Overload experiment and submit for IRB approval by September 30<sup>th</sup>
- Submit Newcomer Depression paper to AMJ by November 1<sup>st</sup>
- Submit Newcomer Overload paper to AOM by January 15<sup>th</sup>
- Finish Data Collection for Newcomer Status and Change Behaviors Project by December 31<sup>st</sup>
- Submit Newcomer Status and Change Behaviors Paper to AMJ by February 28<sup>th</sup>

### Scholarship Strategies

- Write 20 minutes daily
- Focus on a limited number of projects per week (try for 3 max at a time)
- Reach out to at least two scholars in the Newcomer area such as Talya Bauer (Portland State University), John Kammeyer-Mueller (University of Minnesota), Connie Wanberg (University of Minnesota), Dan Cable (London Business School), Wendy Boswell (Texas A&M), or Gilad Chen (Maryland)
- Use an RA to help with less skilled but time consuming tasks

### Evaluating Progress

- Use online writing tracker to chronicle daily writing and meet with writing circle
- Identify top 3 priority projects each week
- Track contact with scholars
- Track assignments given to RA

# Sample 4

[REDACTED]  
Marriott School of Management  
Romney Institute of Public Management

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2017 CITIZENSHIP PROJECT

One of my colleagues, [REDACTED], and I have conversed for the last 12+ months about how our department can raise its internal/external profile while continuing to accomplish its purposes of promoting human thriving through public service. Before I arrived, a Governance committee was formed to move part of this agenda forward.

That committee has lost momentum and has recently been reformulated as our strategic governance committee. For my part on the committee, I hope to work specifically on those activities that would raise our external profile so that we can promote our dept/BYU in its role of facilitating human thriving through public service.

I anticipate that this will be a function of (1) continued/increased research productivity—including conference activity, publishing, etc. -- from myself and colleagues and (2) concentrated marketing efforts like newsletters, social media (e.g., professional twitter activity), etc.

[REDACTED]  
Marriott School of Management  
Romney Institute of Public Management

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2017 Course Development Project Grant Proposal

As mentioned in my FDP, I hope to establish the Public Service Lab as a mentoring and one-on-one teaching home for the research that I conduct that involves students. BYU, like many other universities, benefits from engaged, mentored student involvement and has done quite well, pedagogically, by having lots of its students involved in research efforts on campus.

I have piloted this model with 4-6 students during the past year and have been pleased with our progress. The idea is to mimic a natural science lab team where I have lab personnel that I mentor as they learn to work on various aspects of the research cycle.

For the \$300 course development project grant, I propose a monthly meeting budget that I can use to purchase food, and perhaps small items like thumb drives, to help convene not only students directly involved in the mentorship/teaching involved in the Public Service Lab, but also to help other students in our program who may be interested in an informal pre-PhD class that I teach. The purpose of both of these efforts (and thus the budget) is to attract students to and then facilitate continued discussions about whether a doctoral track is appropriate for a particular student.

2017 FACULTY DEVELOPMENT PLAN

This document articulates my faculty development plan for 2017-2020. I was recruited to BYU as an associate professor. I was granted tenure at a large, public university with a top-ranked program in my field, where I also served as the doctoral director. With that background, I hope work, over the next three-year probationary time-period, towards not only CFS but also full professor. This plan serves as a blueprint for how I hope to progress towards those goals.

**A. SELF EVALUATION**

I begin by noting that I have greatly benefitted, over the last 15 years, from excellent advisors, mentors, colleagues, students and co-authors. Above all, I benefit from a wonderful and supportive wife and family. Any strengths listed here are largely the product of these great resources. My current weaknesses, on the other hand, are my own.

**Scholarship.** I think that one of my greatest strengths is a passion for public management, nonprofit and legal research and an ability to produce, with some regularity, published research. Part of this strength is attributable to a network of different- and like-minded coauthors that I have cultivated over the years. I hope to continue my research productivity at BYU and facilitate research productivity in others (including colleagues at BYU). The themes and topics that I think have and hope will continue to define my scholarship are: public service motivation; public service career choice and retention; prosocial behaviors like philanthropy; diversity, including anti-social behaviors like discrimination and stereotypes.

**Teaching.** I have taught at three different institutions, excluding BYU. A consistent pattern has emerged at each. During the first few semesters at each institution my teaching started at or below average (for the department). With some concerted efforts, I've been able to improve teaching at each institution and left my most recent institution as one of our department's top-rated teachers. Some of these efforts have included peer evaluation, teaching workshops, and more mindful course design and preparation. Some of this also includes learning the unique culture and expectations of students at each institution. BYU is proving to be no different. My first semester yielded just average teaching evaluations. After extensive conversations, my second semester was somewhat better and I even won 'teacher of the year' from the first-year MPA students.

**Mentoring.** I enjoy mentoring students – particularly those with research interests, whether that leads them to a PhD or not. I have started a Public Service Lab at BYU where I am attempting to formalize an social science lab environment in which my research assistants and mentees can explore research questions and grow as researchers.

**Citizenship.** I think my greatest opportunities lie in the area of mentorship and the area of citizenship. I am actively working with my colleagues to elevate BYU's MPA program. This includes a variety of efforts that I'll detail in the next section.

## B. GOALS

**Citizenship.** BYU's MPA program is not as visible as it deserves to be. *One of my goals is to work with our existing resources to better promote – both internally and externally – our program. Internally, this would mean better promotion and awareness of BYU's MPA program as one of an undergraduate's best avenues to pursue BYU's motto: enter to learn go forth to serve – a motto penned by one of our former faculty, [REDACTED].* Externally, I hope that this will come in the form of a better national (US News and similar ranking institutions) ranking. Internally and externally, I hope to measure my success via continued efforts to work with [REDACTED] and [REDACTED] (our dept leads on this) to generate energy around internal marketing. My success will also be measured in the extent to which I can better integrate and market the two comparative strengths of our department: ethics and public service management. Beyond these efforts, I hope to serve diligently on committees when asked and have done so, to my knowledge, so far, including service on our awards and research committees and as a faculty advisor to Grantwell (a student led, faculty advised engaged learning group focused on better philanthropic processes).

**Teaching.** The biggest areas for personal growth are undoubtedly teaching. I hope to leverage some peer feedback, including my annual stewardship interview, to continually improve my teaching. I have room to improve and hope that teaching becomes as natural for me, here at BYU, as research has been. I think the measurables most obvious in this area are student evaluations. However, I also hope to court some more systematic peer-observational feedback. *Ultimately my goal is to help our MPA students discover and refine their professional capacity to serve the public – a capacity augmented by a living/active testimony of Jesus Christ.*

**Mentorship.** Related to teaching, I hope to establish the Public Service Lab as the home for my student-involved research. *BYU, like many other universities, benefits from engaged, mentored student involvement and has done quite well by having lots of its students involved in research efforts on campus.* I have piloted this model with 4-6 students during the past year and have been pleased with our progress. The idea is to mimic a natural science lab team where I have lab personnel that I mentor as they learn to work on various aspects of the research cycle. In this way, I hope to identify and

prepare select, current master students to pursue doctoral work. *These doctoral students then become part of a pipeline of future faculty that we can consider attracting, at the appropriate time, back to BYU.*

**Scholarship.** I think the goal for me in this area is to try to keep my scholarly momentum while also expanding my capacity as a teacher. *BYU needs to continue to be known for excellent research. While this is no more important than teaching, it is as important in our school. Our own departmental/programmatic reputation is function of how well the constituent faculty members publish.* I have several goals in this area including completing:

- A recently awarded NSF grant
- A Cambridge University Press book contract of primary research
- The first phase of a Cambridge University Press book series on public and nonprofit research and practice.
- Have 60 peer-reviewed articles published or forthcoming.

### **C. CONNECTING PERSONAL GOALS TO INSTITUTIONAL NEEDS**

These are made explicit in the italicized statements included in the previous section.

### **D. RESOURCES NEEDED TO ACCOMPLISH PROFESSIONAL AND INSTITUTIONAL GOALS**

My perception, thus far, is that I am blessed with the basic resources needed to pursue the goals outlined in section B. I think the biggest challenge—particularly as I seek to balance teaching equally with research -- will be finding the the contiguous blocks of time needed to develop and accomplish the significant research projects that currently define my scholarly agenda (e.g., NSF, book contract, book series contract, etc.). Some of this will come with better personal time management but some will also have to come in the form of sabbaticals, the possibility of stacking courses, and access to student research assistance.

### **E. ACCOMPLISHMENTS TO DATE**

I came to BYU with significant research momentum and teaching experience. In the past year (2016-2017) I have published or had accepted for publication 15 articles, been awarded an NSF grant, a Cambridge book contract and an editorship for a Cambridge book series. In teaching, I have been awarded 'teacher of the year' by our 1<sup>st</sup> year MPA students. In mentorship I have started the Public Service Lab and have been awarded a Mentoring Environment Grant (MEG) by BYU. In citizenship I have served, where/when

asked, and am trying to go the second mile in helping our department in its marketing efforts.

Instructor:

Office:

Phone:

Email:

Consultation:

Gladly by appointment, email, phone, etc.

### COURSE BACKGROUND AND A FAST ANALOGY

One of the central purposes of this class is to provide a culminating course on Stewart L. Grow's unofficial motto for BYU: **ENTER TO LEARN, GO FORTH TO SERVE**. Its no coincidence that Prof. Grow was a former member of BYU's MPA program.

We'll use a written project as a "vehicle" for exploring this motto. With the project we'll be integrating the skills and contextual knowledge that you have gained in the EMPA program and which you continue to polish and acquire in your working lives as you 'go forth to serve.'

I lived for five years in Charlotte, NC, home of the NASCAR Hall of Fame. Incidentally I taught the MPA capstone course at the University of North Carolina Charlotte during that time. In NASCAR, the driver (**you**) guides a car (**your written capstone project**) through a race course (**our 686 course**, of course). However, there is a crew chief (**me**) and entire pit crew (**department faculty and staff, classmates, guest speakers, alumni, etc.**) there to support and improve your car (**project**). A successful car cannot make it to the finish line without multiple pit stops. Each week will be a pit stop designed to improve, refuel, and increase your performance.

You might think of one tire as statistical/quantitative skills, or another as communication skills. Perhaps the fuel is project management or evaluation skills, or legal knowledge. These skills, properly integrated with the vehicle, can make the difference between a good car and a great car at the finish line. A smart driver is also aware of her surroundings, so contextual knowledge (e.g., ethics and administrative environment) also plays a crucial role in a successful car/project.

To reiterate, the primary purpose of EMPA 686 is to learn better as we go forth to serve. We'll use the written project as a vehicle to do so, week after week – with a good deal of preparation before we actually even meet together in SLC. We (you and your crew/chief) will support, share, critique, and strengthen the project with each turn of the course. While the project is a vehicle for what we hope to accomplish, I emphasize that we have other (broader) objectives to enrich this capstone experience.



## COURSE OBJECTIVES

1. BETTER PREPARE TO GO FORTH TO SERVE
2. Complete a final project that serves the public/nonprofit sectors in some way and demonstrates mastery of concepts taught in previous classes.
3. Discuss topics of current relevance, drawing lessons for future management.
4. Cover important, applicable topics that haven't fit in other courses and/or round out topics that have received too little attention.
5. Provide an opportunity for students to network and prepare for future career opportunities.
6. Serve as a culminating experience for the EMPA program.
7. Set a foundation for your relationship with BYU-MPA as a soon-to-be alum.

## LEARNING OUTCOMES

### Public and Nonprofit Management Practices

- Demonstrate a broad mastery and understanding of public administration and key sub disciplines.
- Demonstrate a commitment to public service.

### Effective Communication

- Demonstrate competent professional writing.

### Critical Thinking

- Demonstrate the ability to read, think critically, and analyze management situations.

### Career Development

- Networking, resume building, staying current, etc.

## REQUIRED MATERIAL

- Adam Grant's (2013, 2014, etc. any edition). Give and Take: A Revolutionary Approach to Success. New York City, NY: Viking.

## EXPECTATIONS/GRADING: Detailed Descriptions Follow

Course Requirements & Grading	Weight	Due Dates (before the class listed)
Individual & Team Participation	25%	<b>Weekly</b>
Attendance		<b>Weekly</b>
Contribution/ Peer Assessment		<b>Weekly/ Within 48 hrs after Class 7</b>
Capstone Project	55%	
Capstone proposal	5%	<b>Class 1</b>
Capstone presentation/slides	15%	<b>Class 5</b>
Written Capstone	35%	<b>Class 6</b>
Personal Mgt Statement/Book Essay	10%	<b>Class 7</b> (can be done early)
Reciprocity Ring (online)	5%	Post your need before <b>Class 4</b> ; respond to other(s) before <b>Class 7</b>
Updated resume/personal statement	5%	<b>Within 48 hrs after Class 7</b>

## INDIVIDUAL AND TEAM PARTICIPATION

I expect *graduate-* level participation in individual and team/group pursuits – in class and online (Canvas). What is graduate level participation? If you compare the activities of wading, swimming, and scuba-diving: graduate level participation is **scuba diving**. As is true outside the classroom, your thorough preparation and articulate, respectful insights benefit others as much as yourself. Grading for participation is a function of the following:

- Class attendance
- Peer feedback and quantity/quality of contribution, including critical evaluation, respect and integration of others' contributions (classmates', etc.)
- Graded as part of participation: Peer assessment will be a survey-style form on which, using your weekly class notes, you'll rate each of your teammates (and yourself, guest speakers, me, etc.) in terms of contribution to your success and the success of the cohort. You'll be in rotating groups each week so you should have opportunity to interact with nearly everyone in class.

## CAPSTONE PROJECT DESCRIPTION

### Background

For your final project, you will need to identify a problem or issue you currently face at work or in your community. The problem must be unresolved so that your written project can add value towards its resolution. In choosing your problem consider the following:

- Is the problem unresolved?
- This is what I am taking from the program!
- This is what I learned and am now doing this at work.
- This is what matters to me.
- This project will matter to others.
- This is what I am passionate about!

You can identify the issue by making observations in your own work place, talking with professionals and alumni, reading the news, talking with a professor, or from your own experience in places other than where you work. The capstone project is an opportunity to apply your learning from the previous 42 credits in the EMPA program to solve a real issue. Your capstone project should exhibit that you are able to employ your EMPA education in specific, proactive ways.

The basic process is: you will identify a problem, use project management, research, contextual and analytical skills to prepare a recommendation. You'll then share what you have learned in an oral presentation and in a written report. Each project should integrate the implementation of new practices, skills, or initiatives that increase your effective contribution to the unresolved problem.

### Capstone Proposal

Because you will only have six weeks during the capstone course to complete the project, we want you to have approval of your project as soon as possible. Your proposal should be a 1-2 page memo, single spaced, that details the following sections:

1. What is the unresolved problem or issues that you'll address?
2. What is the project objective statement? This should be clear, concise and state what you hope to accomplish.
3. What are the specific steps you will take in completing the project? You should supplement, with your Gantt chart, greater detail about steps/tasks and expected dates of completion for each.
4. What resources (research, data, tools, interviews, etc.) do you need and/or plan to use in completing the project?
5. How will you record your progress on the project? Include a description of how you'll measure progress towards the objective (see #2). What outcomes would signal success for your project?
6. Which EMPA courses will you draw on most heavily in completing your project? (You should make clear the direct connection of your project to at least three different EMPA courses.)

The resulting project should be of professional quality. Your project proposal is due April 13, 2016, but can be submitted as soon as you have it ready.

### **Capstone Slides/Presentation**

You will submit a 5-6 slide PowerPoint slide deck that summarizes your project, dedicating a slide to each of the major sections of the written capstone (except perhaps your ultimate recommendation, which you can finalize after you get feedback in from your presentation). A well-rehearsed, 5-minute professional presentation will be used to get additional feedback on the chosen topic.

### **Written Capstone**

The following sections will be required of all final capstone projects. I also anticipate a 15-page, single-spaced minimum for these projects. **Note:** *Some of the sections may have been different in the sample memos; when in doubt, follow these guidelines. Additional sections might be included at your discretion if deemed applicable. Exceptions to the following format/length need to be cleared with me first.*

- **Executive summary** including a short statement of your recommendation
- Problem **introduction/background** including statement of the problem/issue to be resolved, relevant actors and a statement of your objective(s)
- **Alternatives/options** (including status quo) that might be pursued to solve the problem
- **Analysis** of research/data (this will likely be the bulk of your project); this may include description of analytic tools and visuals like figures and graphs and include the following
  - Description of **research/data/evidence** with which you'll inform/base your recommendation
  - **Statement of values** used to identify the 'best' alternative/option; this may be related to your objective
- **Recommendation(s)** should clearly be supported by your analysis
- **Conclusion** restatement of problem, objective, and recommendation and how the recommendation achieves your objectives
- **Bibliography** documents your outside evidence in a consistent format (you choose the format, just be consistent).

- **Appendix**

- **Additional visuals, analysis**
- **Supplemental information/data**
- **1-page list of EMPA classes** with a careful/detailed explanation of which courses you used most in completing your project. In this part describe the concepts, tools, skills, and values learned in the EMPA program that you implemented to solve an issue, generally advance the capstone, etc.

### **PERSONAL MANAGEMENT STATEMENT / BOOK ESSAY**

A personal "management statement" is an essay that is 2 pages ss that (1) integrates your reflections on the book (Grant's *Give and Take*) with (2) class concepts and materials. The goal of this assignment is to record during the "luxury" of graduate school a blueprint for how you'll want to manage and address problems away from the thick of things in the "real world." It is, by nature, aspirational. The grade will be determined in part by how well the paper uses and synthesizes material from the book and class in formulating your own position. In it you should strive to indicate your personal conception of what characteristics and skills constitute effective management. I will be looking for a demonstration what you have learned from this course, and more generally how your degree will help you in public service (gov't, nonprofit, etc. organizations).

### **RECIPROCITY RING**

Your success is a function of others around you and their success is a function of your own willingness to contribute to their flourishing. One of Grant's (*Give and Take*) contributions is a reciprocity activity that captures this general idea. We will use an online "Reciprocity Ring" (<https://goo.gl/UWuz88>) to meet individual professional needs. You will post a pressing professional request (Class 4) and then have three weeks to look over the requests of your classmates and then post a response to one or more of your classmates' needs before class 7.

### **RESUME/PERSONAL JOB STATEMENT**

Bring a copy of your resume and/or personal job statement to class 7. You will receive advice and have time that night to help you improve these. Within 48 hours after class 7, submit (1) a clean, revised resume and/or personal statement and (2) a version showing the edits, in track changes, that you made.

**COURSE SCHEDULE:** Bullets indicate action items

<b>Class/Date</b>	<b>Topic /Description</b>
<b>Pre-Class</b> As soon as possible	<ul style="list-style-type: none"> <li>• Read this syllabus overview. I'll share a more detailed version when we meet for class. In this version pay special attention to the bracketed courses that we'll be drawing from each week.</li> <li>• Read the individual project description for the spring 2017 Capstone class (after this schedule)</li> <li>• Start with the end in mind. Read the many examples of past successful capstone projects posted on Canvas.</li> <li>• Review project management files on how to develop a Gantt chart (Canvas)</li> <li>• Get and begin reading Adam Grant's (2013). <u>Give and Take: A Revolutionary Approach to Success</u>. New York City, NY: Viking</li> </ul>
<b>Pre-Class</b> Thurs, Apr 13	<ul style="list-style-type: none"> <li>• Submit Individual Project Proposal explained below (Canvas)</li> <li>• Submit a Gantt chart (e.g., excel) detailing the basic project management approach you'll use to manage this project</li> </ul>
<b>Class 1</b> Thurs, May 4	<p><b>Course Introduction</b> [Relevant Courses: 684]</p> <p>Project Management Refresher            Introductions - Syllabus            Defining public problems (problem introduction/background)            Asking Useful Questions by Understanding Context and Values (of PA) (values)</p> <ul style="list-style-type: none"> <li>• Bring your Gantt chart to class</li> <li>• Bring your problem statement to class</li> <li>• In-class we'll strengthen project's introduction/background</li> <li>• In-class we'll strengthen actor identification and begin values identification</li> <li>• In-class we'll strengthen your ability to manage this capstone (and other assignments) with a refresher on project management</li> </ul>
<b>Class 2</b> Thurs, May 11	<p><b>Strengthening Decision-making with Quantitative Tools</b> [612, 630, 631, 632]</p> <ul style="list-style-type: none"> <li>• Bring alternatives/options to class that might solve your problem</li> <li>• Bring evidence, data, etc. to class that you'll use to support your project</li> <li>• In-class we'll strengthen your approach to identifying and evaluating alternatives</li> <li>• In-class we'll strengthen your ability to use the right decision-making tools</li> </ul>
<b>Class 3</b> Thurs, May 18	<p><b>Economic and Financial Tools and Awareness</b> [603, 604, 626, 631, 632]</p> <ul style="list-style-type: none"> <li>• Bring refined background, alternatives/options, and rough analysis sections.</li> <li>• Read/skim before class: <i>Financial House</i> PowerPoint by Grant McQueen</li> <li>• In class we'll strengthen financial/technical aspects of project (continuation of last week)</li> <li>• In class we'll strengthen the analysis and connective tissue between the first three sections</li> </ul>

<b>Class/Date</b>	<b>Topic /Description</b>
<b>Class 4</b> Thurs, May 25	<b>Speaking Truth to Power - Communication</b>  [662, 682] <ul style="list-style-type: none"> <li>• Bring a draft slide deck to class</li> <li>• Read before class "How to Give a Killer Presentation"</li> <li>• Watch before class <ul style="list-style-type: none"> <li>◦ How to Give an Awesome (PowerPoint) Presentation <a href="https://www.youtube.com/watch?v=i68a6M5FFBc">https://www.youtube.com/watch?v=i68a6M5FFBc</a></li> <li>◦ How to speak so that people want to listen   Julian Treasure <a href="https://www.youtube.com/watch?v=elho2S0Zahl">https://www.youtube.com/watch?v=elho2S0Zahl</a></li> </ul> </li> <li>• In class we'll strengthen these presentations.</li> </ul>
<b>Class 5</b> Thurs, June 1	<b>Legal and Political Awareness and Community Engagement</b>  [643, 640, 651, 683, 684] <ul style="list-style-type: none"> <li>• Come ready to give a short, professional presentation</li> <li>• In class you'll receive feedback and then you can strengthen your project.</li> <li>• Watch/read at least one of the two before class: <ul style="list-style-type: none"> <li>◦ <a href="#">BYU Devotional Carl Hernandez March 17 2015</a> "Devoted Discipleship"</li> <li>◦ <a href="#">BYU Devotional Larry Walters April 1 2014</a> "Citizenship"</li> </ul> </li> </ul>
<b>Class 6</b> Thurs, June 8	<b>Organizational Life, Decisionmaking and Ethics</b>  [640, 641, 651, 683, 684] <ul style="list-style-type: none"> <li>• Submit project before class</li> <li>• Come ready to participate in the Mini-Society Simulation</li> </ul>
<b>Class 7</b> Thurs, June 15	<b>Course Conclusion</b> <ul style="list-style-type: none"> <li>• Bring your resume/personal job statement</li> <li>• Watch before class: My philosophy for a happy life   Sam Berns <ul style="list-style-type: none"> <li>◦ <a href="https://www.youtube.com/watch?v=36m1o-fM05g">https://www.youtube.com/watch?v=36m1o-fM05g</a></li> </ul> </li> <li>• Watch/read before class one of the following: <ul style="list-style-type: none"> <li>◦ <a href="#">BYU Devotional</a> Jeff Thompson June 1 2010 "What is Your Calling in Life?"</li> <li>◦ <a href="#">BYU Devotional</a> David Hart Feb 10 2015 "Be Excellent: Becoming Who You Are in Today's World"</li> </ul> </li> <li>• In class, we'll strengthen resumes/job statements</li> </ul>
<b>Post-Class</b> Thursday, June 22	<b>Graduation Banquet</b> 6:00 pm; Bonneville Room at the Joseph Smith Memorial Building

## Grading & Syllabus

I use the following grading scale: A =94-100; A-=90-93; B+=87-89; B =84-86; B- = 80-83; C+=77-79; C =74-76; D=65-69; F=64 and below. As a general substantive guide, anything 90+ indicates 'exceeds expectations,' 80+ is 'meets expectations,' and 79 and below 'does not meet expectations.' Similarly, on a 3 points scale, a 3 exceeds, a 2 meets and a 1 does not meet.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. Generally, I'll use Canvas for these and other announcements.

## Academic Integrity | Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Plagiarism

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

## Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we

... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

#### Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. ([http://cdd.la.psu.edu/site-resources/The%20CDD%20Deliberation%20Guidelines.pdf/at\\_download/file](http://cdd.la.psu.edu/site-resources/The%20CDD%20Deliberation%20Guidelines.pdf/at_download/file))

#### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

#### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

#### Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

**Name**  
Marriott School of Management  
Romney Institute of Public Management

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2017 SCHOLARSHIP STRATEGIES PROJECT

As an established scholar, I have the benefit of being able to look back and identify those themes of my work that I have found to be most rewarding. These are themes/topics that I hope to further develop moving forward.

1. **Themes/Topics.** I begin by noting that I have greatly benefitted, over the last 15 years, from excellent advisors, mentors, colleagues, students and co-authors. Above all, I benefit from a wonderful and supportive wife and family. Any strengths listed here are largely the product of these great resources. My current weaknesses, on the other hand, are my own. I think that one of my greatest strengths is a passion for public management, nonprofit and legal research and an ability to produce, with some regularity, published research. Part of this strength is attributable to a network of different- and like-minded coauthors that I have cultivated over the years. I hope to continue my research productivity at BYU and facilitate research productivity in others (including colleagues at BYU). The themes and topics that I think have and hope will continue to define my scholarship are: public service motivation; public service career choice and retention; prosocial behaviors like philanthropy; diversity, including anti-social behaviors like discrimination and stereotypes.
2. **Goals** are to complete:
  - a. A recently awarded NSF grant on anti-social behaviors rooted in race and gender stereotypes amongst judges.
  - b. A Cambridge University Press book contract of primary research rooted in race and gender stereotypes amongst judges and attorneys.
  - c. The first phase of editing a Cambridge University Press book series on public and nonprofit research and practice.
  - d. Host a 10 year anniversary conference on public service motivation with the concept's founder, James L. Perry.
  - e. Have a total of 60 peer-reviewed articles published or forthcoming.
  - f. A project proposal, with the *Partnership for Public Service* (PPS), entitled, "Why Public Service," that documents why individuals take the pay and reputational 'hit' often required to serve in public and nonprofit organizations, but do so anyways.
3. **Strategies** to complete:

- a. Regular meeting with the co-investigators and our research assistant students.
  - b. Regular meeting with the co-investigators and our research assistant students.
  - c. Regular meeting with my co-editor and active travel to solicit quality manuscripts.
  - d. Form a conference committee of leading thinkers on this topic and work with staff and students to facilitate the conference.
  - e. Continue pursuing my research questions and regular writing to meeting RR deadlines, etc.
  - f. Strategic meeting with the PPS in order to offer our capacity to help them code and write up the data that they collect relevant to the question in 2f.
4. **Method** for measuring success in each of these goals is primarily completion of the project or phase. The strategies outline the success: regular meeting and writing. So most of this will be calendar-based discipline.