LBSC 708F

Leadership Issues in Management

Course Syllabus

Spring 2010

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This course is offered online via Blackboard asynchronously. Should you have questions, please contact me via Blackboard email during the course. All course deadlines are set for 11:59 p.m. on the due dates.

SYLLABUS OUTLINE

1. Introduction
2. Course Goals
3. Course Format
4. Readings
5. Assignments
6. Grading
7. Course Units
8. Lecture Notes (to be released by noon on the Friday preceding the week the unit will be covered.

1. INTRODUCTION

Welcome to LBSC 708F Leadership Issues in Management. This elective course will be of interest to all students; those who aspire to supervisory roles and those who participate in the activities of the organization under the leadership of another. Leadership is a pervasive theme in nearly all aspects of a professional program and is one of the underlying elements of the iSchool program.

This course, offered on the web, provides opportunities for discussion in on line fora, for small groups to work on projects, and for regular interaction. It also provides opportunities for each student to express her/his ideas in short, individual papers. Teaching, learning, and working in an online format is important to the ways in which we interact in the information age; the ways in which we interact with our colleagues in the workplace and in professional societies as well as in numerous other interactions. The course provides an opportunity to become comfortable in this environment.

2. COURSE GOALS

The goals of the course are as follows.

Upon completion of the course, the student will:

-be aware of the demographics within the information professions that point toward major leadership changes in the field.

-be familiar with the components of leadership

-understand and apply sound principles of leadership

-understand that leadership/followership is a collaborative activity in which those who lead and those who follow work together to achieve goals

-understand the importance of mentoring future leaders.

3. COURSE FORMAT

Becoming familiar with this web based instructional tool will be useful to you as managers responsible for staying current with issues in the field and for providing lifelong learning experiences for staff. The course is not a static entity. The syllabus and readings provide a structure upon which inputs including those from your discussions, your experiences, readings you have identified, plus the instructor's comments, will inform and enrich that structure. Before you begin, if you are not familiar with Blackboard, the following orientation opportunities are available:

ELMS Login screen: http://elms.umd.edu (See Student Resources tab)

Blackboard site: http://www.blackboard.com/

If you have a problem with Blackboard, call 301-405-1400 Monday through Friday 8:00 a.m. to 5:00 p.m. or email elms-help@umd.edu If you have other problems, please let me know.

Using a combination of research, current events, and literature, the course will focus on elements of leadership and explore a number of topics basic to the study of leadership. The course will, to a degree, follow the model used by Joseph L. Badaracco , Jr. Professor of Business Ethics at the Harvard Business School. He has taught leadership courses at the Business School using short stories, novels, and drama as the "case studies" for discussion. The sources he recommends are heavily weighted toward white males who have in the past been the focus of discussions of leadership. Women, individuals of color, individuals from other cultures as leaders have not, as yet, had as great a representation in American literature as has the white male . They are building a place for themselves in the literature, but there are currently relatively few titles appropriate for use in this context. Therefore, this course will expand the definition of literature to include biography and auto-biography of these as yet under represented groups. Current events also provide a rich resource for the study of leadership. Hardly a week goes by when one does not see a leader criticized, lauded, analyzed in the press. Students will use a combination of the above sources as they study leadership issues. While much of the current writing on leadership comes from the business world, using the above sources in concert with writings emerging from business will expand the discussions to include other leadership venues. This course will purposely **not** focus on current political candidates as leaders as much of the information available tends to fall in the category of public relations and/or has a particular point of view which may or may not have a basis in fact.

The course is divided into fourteen units, each of which focuses on a particular topic or topics. Each course unit includes required readings, lecture notes (available in the Course Content section), and assignments. Some of these assignments require brief responses to posed questions which are to be submitted by each student. Other assignments will be completed by participating in on-line discussion.

In teams, and as a class, students will prepare interview questions which each student will then use in the following assignment. The student will select someone he/she identifies as a leader and interview that individual using the prepared interview questions. The individual selected can be a former teacher, a former supervisor, a business leader, a community leader, or an individual the student identifies as having strong leadership characteristics. The individual cannot be a current supervisor or anyone having authority over the student's workplace, a current teacher, or a close family member. The student's final paper will be a report of this interview.

On-line Fora:

There will be five types of on line fora for the course, each of which serves a different purpose. The first two will require your continuing attention.   The third forum will focus on presentation of interviews and discussion. The fourth forum, the class bio forum, consists of mini-bios each student will submit to introduce her/himself to the class, and the fifth forum, Ask Dr. P. provides a place where you can post questions about the course or about assignments that you wish to have answered individually.

1). Discussion topic forum. For several of the course units, there is a discussion topic related to the topic for that week. Discussion questions will be posted to start the discussion. Class members will contribute to the discussion by asking additional relevant questions, by responding to questions, and by indicating sources of information relevant to the question. Each class member is expected to contribute to each discussion session at least three times. Because of class size, please be judicious in the number of times beyond the three required contributions that you make. But, when you have a cogent comment, please share it.

2). Question development. Throughout the course, students will have the opportunity to post suggestions for the list of interview questions. In addition, at the end of each discussion, ideas associated with that topic will be extracted b assigned teams of students and posted in this forum.

3). Interview discussion. The final week of the course will focus on the interviews conducted by students. Each student will submit a summary of the interview for class discussion.

(See Interview Assignments for further information)

4). Class bio forum. Please provide a short mini-biography with information about yourself you are willing to share with the class; your name, where you are in the program, career goals, subject area(s) of particular interest, and what you hope to gain from the course. Please submit this by Tuesday, January 26. Additional information such as hobbies, favorite read, etc. will further introduce you to the class.

5). Ask Dr. P is available to students who have a question about the course they wish to ask and which they anticipate the answer will be useful to others in the class. This can be on anything about the course. For private response, please use email.

Other Forms of Communication

Announcements. This is a separate section in Black Board. I will use it to provide additional information to the class including information concerning the course schedule, syllabus, or assignments. I will also use it to share a particularly new reading, announce a lecture, etc. Please check the Announcements section regularly.

Students who wish to share information of interest to the class can use the Email option. They have the option of sending messages to one individual , several, or the entire class at once. Or, they can use the Watercooler option on the Discussions.

4. READINGS

Required Text:

Bennis, Warren. On Becoming a Leader. Rev. Ed. New York: Basic Books, 2003.

Hesselbein, Frances and Marshall Goldsmitth ed. The Leader of the Future 2. San Francisco, CA : Jossey-Bass, 2003.

These are available through the University Bookstore and through Amazon.com. They are also available at the Reserve Desk, first floor, McKeldin Library.

Strongly Recommended Supplemental Texts:

Badaracco, Joseph, Jr. Questions of Character, Illuminating the Heart of Leadership through Literature. Boston, MA: Harvard Business School Press, 2006. This book will be cited regularly throughout the course.

Eagly, Alice H. and Linda L. Carli. Through the Labyrinth; the Truth About How Women Become Leaders . Boston, MA: Harvard Business School Press, 2007. (This

book follows from the Helgesen title in m any ways.)

Helgesen, Sally. The Female Advantage; Women's Ways of Leadership . New York: Doubleday Currency, 1990. This study continues to be an excellent overview of women as leaders and the ways in which their leadership style differs from that of men.

Horrocks, Norman ed. Perspectives , Insights, and Priorities: 17 Leaders Speak Freely of Librarianship. Lanham, MD: Scarecrow Press, 2005.

The Harvard Business Review regularly publishes research on leadership. Much of their content is relevant to libraries/information centers. You will also find useful articles in ALA publications including Library Administration and Management and College and Research Libraries. The Chronicle of Higher Education often contains articles discussing leadership in higher education. And, don't forget the New York Times, the Wall Street Journal, and local news papers. The NY Times' Sunday edition each week includes in its Business Section, on p. 2, an interview with a leader. It is well worth a look. The problem is not one of a lack of information on leadership. Rather, it is one of deciding what is most useful to read. Much of what one finds published by individuals including educators, consultants, representatives of business, and politicians is intended to be inspirational or self congratulatory and often lacks originality or a research base.

Each student will also select a biography or autobiography of an individual s/he identifies as a leader and will use that person's life experiences as an extended case study for the course. Each unit of the course will explore a particular aspect of leadership and the student will illustrate that aspect in the discussion using the biographee selected. For example, if you select Elizabeth I as the biographee, you would discuss, in that unit, how she became a leader, if gender affected their perceptions and the perceptions of others of her leadership in that unit, how the context of the times affected her leadership, what about her decision making, ethical values, etc., and was she a mentor? The list at the end of the syllabus is a partial listing of biographies and autobiographies and is largely to illustrate the types of biographies you will be looking for. If what you wish to read is not on the list, give me the title of your selection. While students will select their own reading, within the class there should be a range of biographies to cover men, women, individuals of color, cultural differences etc. If this does not occur naturally, we may need to make some adjustments. Do not select biographies/auto-biographies that are not

substantial in their content, e.g. Rudy Guiliani, Ben Bradlee, or Jack Welsh's autobiographies are more a paen to self than the study of that person's role as a leader. Please email me by Feb. 1 with your selection.

5 COURSE ASSIGNMENTS

The course is divided into fourteen weekly units. For each weekly unit, students are expected to do the readings and complete the assignments for that unit. Units include required readings and either a brief written topic assignment, group discussion, or presentation of an interview. Units will focus on an aspect of leadership from which questions will be generated for the interview each student will conduct later in the semester. These questions will be collected and made available for discussion and refinement under a heading titled Questions. It will be available as a section on the Discussions. Each student, using the questions developed in class, and adding others as appropriate, will select an individual to interview. They will provide a summary of the interview for class discussion and will prepare a paper which is a fuller report of the interview. See P.8 - Interview Question Development - for further information.

1. Written topic assignments. For those units requiring a written assignment, a question or questions will be posed. Responses should be 250-300 words. Brief responses are more difficult to write than longer responses as the author must make the case, include relevant information, and state it clearly in approximately one page. Please double space. Written topic assignments are due by 11:59 p.m. on the Saturday of the week assigned to that unit. **Late Papers will not be accepted.**

Each submitted paper should have the following heading:
Your name, LBSCS 708F, the unit number, title of the unit.
Example (Prentice, Ann LBSC 708F Unit 2 Types of Leadership)
Also, the file name MUST include your name and unit number, e.g. Prenticeunit2doc.

2. Group Discussions. For each of the units that have discussion sessions, the instructor will pose one or two questions to start the discussion. Students will be expected to add their questions to the mix. The discussion period will last from 9:00 a.m. on Monday through 9:00 p.m. on Thursday. The discussion period will not be open for postings from Thursday at 9:00 p.m. through Monday morning at 9:00 a.m. While the

discussion session will be locked on Thursday evening to prevent additional contributions, students can read any comments that have been made. Locking the discussion sessions during this period means that students will not need to check the discussion sessions from Friday through Sunday as there will be no new entries.

Each student is expected to respond at least three times during the discussion period to:

-contribute added relevant information

-pose additional relevant questions, and

-stay on topic.

3. <u>Interview Question Development</u>. By the end of each discussion session, possible questions to be asked in the individual interviews students will conduct will be added by the students to the "question development" forum. The questions posed in a week will relate to the topic under discussion that week. In the forum, students will be able to discuss their questions, revise them, combine with others, etc. During the week of March 22, the instructor will review all of the questions and develop a tentative questionnaire to be the basis of the interview which will be made available to the class for comments on March 29. Students will have the opportunity to add, revise, suggest removal of questions. A finalized questionnaire will be available to students by April 5. Questions emerging from class discussions after April 5 can also be added to the finalized questionnaire by the students. In addition to these questions, students may add their own questions as appropriate to the individual they are interviewing.

4. <u>Interview Presentation.</u> Students will use the interview questions developed by the class plus additional questions as appropriate to interview an individual of their choice whom they see as a leader. This individual cannot be a current teacher, current supervisor, or close family member. It can be a community leader, business leader, military leader, teacher, etc. The student will prepare a summary of the interview to share with the class that will indicate the reason this individual was selected to be interviewed, respond to the questions prepared by the class, questions asked of the specific leader, and the student's statement of what they learned from the interview. The summaries will be posted for class discussion by 9:00 a.m. on Monday, May 3. Students will respond to comments and questions. It is expected that the comments by a range of leaders will

summarize numerous threads of the course.

     5. <u>Written Interview Presentation</u>.

     1. Provide a context for the interview, e.g. why you selected this individual, in what environment is this individual a leader (community activity, business, library, military, etc.)?

     2. Using the interview questions as an outline, provide the interviewee's responses. Once the formal part of the interview is completed (the questions provided), there will be opportunity for your additional questions and the interviewee's comments. Summarize the discussion.

     3. State what you have learned from this individual about leadership. Was this a successful interview or were there areas not covered you wished had been covered.

     4. Would this individual be a good mentor? Why?

     The full paper will be due no later than Saturday, May 12.

6. GRADING

Grades will be assigned in the following manner.

Interview Paper (including summary for discussion)	50%
Individual short papers	30%
Participation in topic discussions reflecting familiarity with issues and readings. Each class member is expected to participate in each discussion	20%

     All discussions will take place within the week specified although some threads of a discussion may carry over into a later discussion. No credit will be given for late posts. All short papers will be due within the time specified. No credit will be given for late submission.

7. COURSE UNITS

The course is divided into fourteen weekly units, each of which is described below. Each unit addresses a specific topic or topics and each unit includes readings, lecture notes, and assignments. In a typical week, lecture notes will be released the Friday prior to the beginning of the unit. Individual written papers, when assigned, will be due no later than the Saturday of the week assigned to that unit, e.g. Unit 1 content will be released on Friday, January 22 and the assignment for that unit will be due no later than 11:59 p.m. on Saturday February 6. Assigned discussion sessions will run from Monday to Thursday of the week covered by the unit. Questions posed by the instructor will be released with the course content. The course calendar provides a guide to dates for release of content, due dates for assignments, and discussions.

Unit 1   **January 25 - January 28**

A. Demographics of the Information Professions that point to leadership changes

This section of Unit 1, provides a brief introduction to the demographics of the information professions, the rate of retirements in traditional positions, the potential increase in positions in "other information opportunities. We will also discuss the impact of technology on the information professions and the leadership opportunities afforded those who have the requisite skills. We will also look at the progress of the IMLS funded study of the graying of the information professions being conducted by Griffiths and King. Data continues to be collected and an update of the process (to January, 2009) will be provided in the lecture notes.

Readings:

The Future of Librarians in the Workforce

http://www.libraryworkforce.org/tiki-index.php

Hardesty, L. "Future of academic/research librarians: A period of transition - to what?" portal:Libraries and the Academy. 2:1 (2002):79-97.

Matarazzo, James M. And Mika, Joseph J. "How to be Popular," American Libraries 37:8 (September, 2006): 37-40.

Schreiber, B. and Shannon, J. "Developing library leaders for the 21st century," Journal of Library Administration 32:3/4 (September, 2001): 35-57.

Lecture Notes: See Course Content folder.
Lecture notes released Friday, January 22..

Assignment: Talk with the personnel librarian or director of the type of library/information center in which you would like to work. What are the current demographics? What is the average age of the staff? How many retirements are anticipated in the next five years, the next ten years? What types of skills will be sought in replacing those who are retiring? What types of programs/activities is the library conducting to help prepare tomorrow's leaders? Use this information to inform the class discussions. Also, prepare a 250-300 word summary to be due by February 6 by midnight that summarizes your findings. Your findings will inform each of the discussion sessions.

Unit 1
B.   IS Leadership: Professional Schools, Professional Associations, State and Regional Associations, Individuals.

Members of the IS professions are most cognizant of workforce changes and the need to provide opportunities to today's professionals who will be tomorrow's leaders.
Readings:

Curran, W.M. "Succession: The Next Ones at Bat," College and Research Libraries 64:2 (March, 2003): 134-39.

Golden, J., "Leadership Development and Staff Recruitment...Florida Style," Florida Libraries 48:2 (Fall, 2005): 17-20.

Mason, F.M. and L.V.Wetherbee, "Learning to Lead: An Analysis of Current Training Programs for Library Leadership," Library Trends 53:1 (Summer, 2004): 187-217.

McConnell, C. "Staff and Leadership Shortages? Grow Your Own," American Libraries 35:9 (September,2004) : 34-36.

Unit 2. Types of Leaders and Leadership   **February 1 - 4**

The leader sets the tone of the organization and represents its values and direction to the world. Leaders vary in the ways in which they do this.

Readings:

Kouzes, James M. And Barry Z. Posner. Credibility: How Leaders Gain and Lose It, Why People Demand It. San Francisco, Jossey-Bass, 1993. p.1-26.

Prentice, Ann E. Managing in the Information Age. Lanham, MD., Scarecrow Press, 2005, p. 104-123.

Snowdon, David and Mary E. Boone. "A Leader's Framework for Decision Making," Harvard Business Review 85:11 (November, 2007): 69-76.

Lecture Notes:

See Course Content folder

Lecture Notes released Friday, January 29..

Assignment:

Question for group discussion Monday- Thursday, February 1-4.

1). It has been said that self awareness , the ability to express who one is and what one stands for, is the most important component of leadership. Why is this so?

Use the assigned readings, the lecture notes, the biography or auto-biography you are reading plus your personal experience to respond.

Unit 3. What Does a Leader Do?   **February 8-11**

The leader has goals and a vision of how to achieve those goals. The leader always moves forward, renewing her/his skills, adapting the vision, and always moving the goal forward.

Readings:

Alire, Camila. "The Library Professional," in Horrocks, Norman ed. Perspectives,

Insights and Priorities 17 Leaders Speak Freely of Librarianship . Lanham, MD.,
Scarecrow Press, 2005, p. 7-12.

Bennis, Warren. On Becoming A Leader, Revised Edition. New York, Basic
Books, 2003. p. 31-46, 93-132.

Collingwood, Harris, "Do CEOs Matter?" The Atlantic 303:5 (June, 2009): 54
-60.

Hamm, John. "The Five Lessons Leaders Must Manage," Harvard Business
Review 85:5 (May, 2006):115-123.

Kotter, John P. "What Leaders Really Do," Harvard Business Review 79:11
(December, 2001): 85-96.

Martin, Roger. "How Successful Leaders Think," Harvard Business Review 85:6
(June, 2007) : 60-67.

Lecture Notes:

See Course Content folder

Lecture Notes to be Released, Friday, February 5.

Assignment:

Assume that you have been appointed chair of a planning committee. How will
you assume leadership? What activities will be easy for you? Where will you need to
make an extra effort?

Please respond in 250 - 300 words.

Response is due by Saturday, February 13. At 11:59 p.m.

Unit 4. How and Why People Assume Leadership Roles.   February 15 -18

Some say that leaders are born, others that they are made, and still others that
leadership is thrust upon them.

Readings:

Bennis, Warren. On Becoming a Leader .Revised Edition. New York, Basic
Books, 2003. p. 47-64

Mroz, John Erwin. "Leadership Over Fear," in Hesselbein, Frances and Marshall

Goldsmith, ed. <u>The Leader of the Future 2.</u> San Francisco: Jossey-Bass, 2006, p. 107-112.

Pierce, Ponchetta. "Leading in a Constantly Changing World," in Hesselbein, Frances and Marshall Goldsmith, ed. <u>The Leader of the Future 2.</u> San Francisco, Jossey-Bass, 2006. p. 113-120.

<u>Lecture Notes:</u>

See Course Content folder.

Lecture notes to be released Friday, February 12.

<u>Assignment:</u>

There is no assignment for this unit. Information gained here will be used to inform other units.

Unit 5. The Context of Leadership (Right time? Right Place? Right Vision ?)

February 22-25

Some say that the right leader emerges to deal with a particular situation, e.g. U.S. Grant was the right general for his time or that George Marshall was the right foreign policy leader for the U.S. at the end of World War II. Others say that leaders are there, they just aren't recognized until a crisis that matches their vision emerges.

<u>Readings</u>:

Bennis Warren. <u>On Becoming a Leader.</u> New York: Basic Books, 2003. p. 1-30.

Boulle, Pierre. <u>The Bridge over the River Kwai</u>. New York, Bantam, 1957. (Or any other edition). You have the option of reading the book or watching the movie. Depending on your choice, you may have different comments.

<u>Lecture Notes:</u>

See Course Content folder

Lecture notes released Friday, February 19.

<u>Assignment:</u>

Questions for group discussion Monday - Thursday

1). Can one be the right leader in the wrong time or place?

2). How can a leader adapt vision and ways to achieve that vision to the needs of the time and place?

3). How did, or did, the subject of your biography tailor vision and activities to the problem(s) at hand? What were the results?

Unit 6. Gender, Cultural, and Ethnic Perceptions. How they Affect Perceptions of Leaders and Leadership.   March 1-4

Do we make assumptions about leadership ability based on gender, color, cultural affiliation? Do we assume that there are different approaches to leadership by members of different groups? As leadership by one particular group is gradually giving way to a more diverse leadership, these questions require thoughtful exploration.

Readings:

Eagly, Alice H., and Linda L. Carli. " Women and the Labyrinth of Leadership," Harvard Business Review 85:9 (September, 2007): 63-71.

Helgesen, Sally. The Female Advantage; Women's Ways of Leadership. New York, Currency Doubleday, 1990. p. xxxiii-60.(The entire book is well worth reading. The remaining chapters are the diary case studies of the women studied. Your reading summarizes the cases.) Prior to the Eagly/Carli study, this was the most important study of women as leaders. It continues to be very important.

Kanter, Rosabeth Moss. " "How Cosmopolitan Leaders Inspire Confidence; A Profile of the Future," in Hesselbein, Frances and Marshall Goldsmith ed The Leader of the Future 2. San Francisco, Jossey-Bass, 2006. p. 61-70.

Masaoka, Jan. "Ten Things I learned about Leadership from Women Executive Directors of Color," in Hesselbein, Frances and Marshall Goldsmith, ed. The Leader of the Future 2. San Francisco, Jossey-Bass, 2006. p. 55-60.

Thomas, R. Roosevelt, Jr. "Diversity Management; An Essential Craft for Future Leaders," in Hesselbein, Frances and Marshall Goldsmith, ed. The Leader of the Future 2. San Francisco, Jossey-Bass, 2006. p. 47-54.

Snyder, Kirk. The G Quotient: Why Gay Exectives are Winning the Leadership Race...What Every Manager Needs to Know. San Francisco, Jossey-Bass, 2006. p. xi-xxxiii.

Lecture Notes:

See Course Content folder

Lecture Notes released Friday, February 26.

Assignment:

Questions to start class discussion.

1). Do women, people of color, etc. bring different approaches to leadership?

2). If so, what do these approaches add to the art and practice of leadership?

3). In the workplace, is there bias against these different approaches to leadership? How are they manifested?

4). How can, will these different approaches affect the workplace of today and tomorrow?

Unit 7.   Taking Responsibility.   March 8-11

When does an individual feel ready to become a leader? Badaracco suggests that the answer to this is a combination of personal character, experience, and a willingness to try.

Readings:

Badaracco, Joseph L. Jr. Questions of Character; Illuminating the Heart of Leadership through Literature. Boston, Harvard Business School Press, 2006. p. 99-118.

Conrad, Joseph. "The Secret Sharer," in A Conrad Argosy. Garden City, NY: Doubleday Doran and Co. 1942. p. 269-291. (Or any other source)

Lecture Notes:

See Course Content folder

Lecture Notes released Friday, March 5.

Assignment:

Using the Conrad short story "The Secret Sharer," and Badaracco's comments as a starting point for class discussion, how would you answer the question " Am I ready to take responsibility?" How did the subject of the biography you are reading respond to this? What is the difference between taking responsibility and accepting responsibility?

Spring Break March 15-19

Unit 8 . Integrity.   **March 22-25**

   The most important relationship between the leader and those being led is that of trust. Does the leader do what s/he says s/he will do and is it done in a timely manner. Can staff trust the leader to pursue the goals and objectives of the organization, do so honestly and fairly, and look out for each member of the staff? Without trust, there is no leadership.

Readings:

Carbo, Toni. "Reflections on Librarianship: Values, Ethics, and Practice," in Horrocks, Norman, ed. Perspectives, Insights and Priorities: 17 Leaders Speak Freely of Librarianship. Lanham, MD., Scarecrow Press, 2005. p. 19-28.

Heineman, Ben Jr., "Avoiding Integrity Landmines,"Harvard Business Review 85:4 (April, 2007):100-108.

Hurley, Robert F. "The Decision to Trust," Harvard Business Review 84:9 (September 2006): 55-62.

Rosen, Robert H. "Integrity," in Leading People: Transforming Business from the Inside Out. New York, Viking., 1996. p. 283-318.

Lecture Notes:

See Course Content folder

Lecture Notes released Friday, March 12

Read or view A Man For All Seasons (optional)

Using the biography you have selected, respond to the following questions.

1). Is there a line between upholding one's principles and understanding the situation?

2). Is bending one's principles ever the way to go?

Unit 9. Communication; Listening and Respecting   March 29 -April 1

A leader builds trust, respect and commitment by listening to the concerns and ideas of those he/she leads.

Readings:

Kouzes, James M. and Barry Z. Posner. Credibility: How Leaders Gain and Lose It, Why People Demand It. San Francisco, Jossey-Bass. 1993. p. 88-118.

O'Toole, James and Warren Bennis, "What's Needed Next: A Culture of Candor," Harvard Business Review 87:6 (June, 2009): 54-61.

Rosen, Robert H. Leading People: Transforming Business from the Inside Out. New York , Viking, 1996. p. 86-94, 236-243.

Snyder, Kirk. The G Quotient; why Gay Executives are Excelling as Leaders...and what Every Manager Needs to Know. San Francisco, Jossey-Bass, 2006. p. 47-72.

Lecture Notes:

See Course Content folder

Lecture Notes released Friday, March 26.

Assignment:

Using the biography you are reading as a source, in 250-300 words,discuss how that individual communicates, problems encountered, opportunities missed, successes gained. Due April 10 by 11:59 p.m.

Unit 10. What Happens when Leadership Falters?   April 5-8

Not all leaders are competent to lead. Some are competent in some situations and not in others. Some leaders become caught up in events and cannot extricate themselves. Others have begun to believe their press.

Readings:

Blanchard, Ken and Dennis Carey. "Regaining Public Trust; A Leadership Challenge," Hesselbein, Frances and Marshall Goldsmith ed. The Leader of the Future 2. San Francisco, Jossey-Bass. 2006. p. 153-161.

Lecture:

See Course Content folder.

Lecture Notes to be released on Friday, April 2.

Assignment:

We will go to the news media for case studies of "leadership gone bad." Cases such as Ken Lay and Enron, Dennis Hassert, Speaker of the U.S. House of Representatives and his reaction to the Foley case, are examples of cases that have appeared in the news recently. The ways in which individuals holding leadership positions and faltered in their leadership responsibility will be discussed.

Unit 11. Mentoring.   **April 12-15**

It is the responsibility of those in leadership positions to serve as mentors for the next generation of leaders. Some leaders assume this responsibility while others do not.

Readings:

To be announced.

Lecture Notes:

See Course Content folder

Lecture Notes to be Released on Friday, April 9.

From your reading and from personal experience, what characteristics do you see as essential in the ideal mentor? Have you had experience with mentoring either as a mentor or someone being mentored ? Please respond in 25-300 words by 11:59 p.m. Saturday, April 17

Unit 12. Following the Leader.   **April 19-22**

Transition from one leader to another can be an easy task or it can be traumatic. Much depends on the experience the organization had with the former leader. Wise leaders pave the way for transition and then get out of the way. Leaders who can't let go of their position of power and authority can cause the new leader many difficulties. How does the new leader make the role his/her own?

Readings:

 Beeson, John. "Indispensable," Harvard Business Review 84:9 (September, 2006): 37-42.

Ciampa, Dan and Michael Watkins. "The Successor's Dilemma," Harvard Business Review on What Makes a Leader. Boston, Harvard Business Review Press, 2001. p.111-133.

Kellerman, Barbara. "What Every Leader Needs to Know about Followers," Harvard Business Review 85:12 (December, 2007) : 84-91.

Lecture Notes:

See Course Content folder

Lecture Notes Released on Friday, April 16

Assignment:

Questions to start the discussion.

1). Have you had the experience of assuming a position of leadership to find that the person you followed had left things undone? What did you do?

2). Have you had the experience of following a leader who left the position in good shape? How did you build on this to make the position your own?

3). How did the leader in the biography you read step aside? Gracefully? With anger? Did the leader in the biography you read give advice on how to take over from a less than able leader? Did s/he give advice on how to relinquish leadership?

2). Have you had the experience of stepping into a new position to find that your predecessor left difficult things undone? How did you respond?

Unit 13. Tomorrow's Leaders   **April 26-29**

Leadership is about going somewhere. Will tomorrow's leaders need new skills or are the time honored attributes such as integrity, ability, empathy, communication what one needs to move ahead?

Readings:

Bennis, Warren. "Forging the Future," On Becoming a Leader. New York: Basic Books, 2003. p. 183-196.

Hesselbein, Frances and Marshall Goldsmith, ed. "The Quality and Character of the Leader of the Future," Part 5 of The Leader of the Future 2. San Francisco, Jossey-Bass, 2006. p. 215-302.

Raphael, Molly. "Why Do Libraries Matter in the 21st Century?" in Horrocks, Norman, ed. Perspectives, Insights and Priorities: 17 Leaders Speak Freely of Librarianship. Lanham, MD., Scarecrow Press, 2005. p.115-122.

Lecture Notes:

See Course Content folder

Lecture Notes to be Released Friday, April 23.

Assignment:
Discussion:

From readings, course discussion, and your experience, what characteristics should an individual have that would give you confidence in her/his ability to lead us into the future? How can tomorrow's leaders prepare for that role?

Units 14. Reports on and discussion of term projects and final comments. May 3-6