INST 660

21ˢᵗ Century Leadership

Course Syllabus

Spring, 2014

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Course Format: This is an online course.

Virtual Office Hours: I am available on line (Monday-Friday) to respond to questions

you may have and in most instances will reply the same day.

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 INST 660 **21ˢᵗ Century Leadership** . This elective course will be

of interest to all students; those who aspire to leadership roles and those who participate

in the activities of the organization under the leadership of another. Leadership is present

in all cultures and in all eras and while it may be practiced in slightly different ways

depending on the cultural environment and time period, its basic principles remain

constant. Leadership is a pervasive theme in nearly all aspects of a professional program and is one of the underlying elements of the iSchool programs. .

This course, offered on the web, provides opportunities for discussion in on line fora, 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 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. If there are any changes to the syllabus, e.g. due dates for assignments, you will be informed via Announcements. It is therefore important that you check Announcements regularly.

As of January 1, 2013, the University began using CANVAS as the delivery system for online courses. If you are not familiar with CANVAS, you can learn more about it by visiting the following web site geared to the student user. I've looked at the website and strongly recommend you spend some time reviewing the information. www.elms.umd.edu/page/student-support If you have questions or need assistance, please call the Help Desk at 301-405-1500 Monday through Friday, 8:00 a.m. to 5:00 p.m. or email elms@umd.edu. If you continue to have problems, please let me know.

Karen Patterson who is the University Library Bibliographer for LIS materials has prepared a guide for LIS students who are taking courses online and it is recommended that each student access the guide as it provides important information on on accessing resources. It can be found at http://libguides.umd.edu/informationstudiesonlinesstudents Because all of your readings except for the textbook are available electronically, you will need the information provided by the guide immediately. Ms. Patterson has been on medical leave and may not be available to answer your questions, but if you have questions, feel free to ask other library staff in the dept.

If you have difficulty using the above link, go to the library's home page, select subject guides, browse by librarian and select Karen Patterson. The list of guides she has prepared will come up and you can select information studies from that list. This was Karen's recommendation and it works nicely.

Course Content. 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 who 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 are gradually entering the literature but as yet still have a much more limited representation in American literature than does the white male . While they are building a place for

themselves in the literature, 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 to allow inclusion of representatives 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.   We will use a combination of the above sources as we study leadership issues. While much of the current writing on leadership comes from the business world, using the above sources in concert with research and writings emerging from business will expand the discussions to include other leadership venues. This course will purposely **not** focus on current political candidates or those currently in office 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 under Modules), and assignments. Some of the 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.

During the first several weeks of the class, students will submit interview questions which will contribute to a previously designed questionnaire each student will then use in the following assignment. (The instructor will prepare the questionnaire which will include both standard leadership questions and specific questions posed by the students and make it available to students,) The student will select an individual 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 and the findings will be shared with the class.

<u>On-line Fora:</u>

In addition to the discussion sessions, there are three online fora that will require your attention. When we used Blackboard, there was a Class bio forum but under CANVAS that is nicely covered under "People".

1). Question development. Throughout the course, students will have the opportunity to post questions for possible inclusion in the interview questions. These can be posted at any time up to **March 10.**

2). Water Cooler. This is available to students who wish to inform the class of an article of particular interest, a meeting, an event, etc.

3). 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.

<u>Other Forms of Communication</u>

Announcements. This is a separate section in CANVAS. 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 an interesting 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. You have the option of sending messages to one individual , several, or the entire class at once. Or, you can use the Water Cooler option on the Discussion Board.

4. READINGS

Required Text:

Prentice, Ann E. (2013) *Leadership for the 21st Century.* Santa Barbara, CA: Libraries Unlimited.

The title is available on Amazon.com.

Recommended Supplemental Texts. Most of these are available through McKeldin Library and several may be available at your local library. Readings selected from these and other texts will be part of your assigned readings.

Badaracco, Joseph, Jr. (2006) <u>Questions of Character, Illuminating the Heart of Leadership through Literature.</u> Boston, MA: Harvard Business School Press. This book will be cited regularly throughout the course. It is an excellent example of how leadership concepts can be taught through the use of literature.

Cain, Susan (2012) <u>Quiet: The Power of Introverts in a World that Can't Stop Talking</u> . New York: Crown. More than a third of the population can be classified as introverts. Cain discusses the major impact these individuals have on leadership and, most importantly, she tells us that being an introvert is not something that is wrong and should be cured. It's who many of us are and that's OK. Introverts have made a major positive impact on society and its leadership. Cain writes well and it is an enjoyable read.

Eagly, Alice H. and Linda L. Carli. (2007). <u>Through the Labyrinth; the Truth About How Women Become Leaders</u> . Boston, MA: Harvard Business School Press.. This book follows the Helgesen study in many ways. It is a *must* read for anyone wishing to understand issues unique to women and leadership in today's culture. While the content is summarized in one of the lectures, the summary provides only the highlights.

Helgesen, Sally. (1990). <u>The Female Advantage; Women's Ways of Leadership</u> . New York: Doubleday Currency.. This early 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. (2005). <u>Perspectives , Insights, and Priorities: 17 Leaders Speak Freely of Librarianship.</u> Lanham, MD: Scarecrow Press. This provides insights into the role of librarians as leaders in their profession and their community.

The <u>Harvard Business Review</u> regularly publishes research on leadership and is a continuing source of research on the subject. It is recommended that those interested in leadership issues check the <u>HBR</u> on a regular basis. . You will also find useful articles in ALA publications including <u>Library Administration and Management</u> and <u>College and Research Libraries.</u> <u>The Chronicle of Higher Education</u> often contains articles discussing leadership in higher education. And, don't forget the <u>New York Times,</u> the <u>Wall Street</u>

Journal, and the Washington Post. The Post has a regular column on leadership. 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. Quality of the material varies widely.

Several of your readings are from the *Harvard Business Review* and specific licensing requirements regulate the way in which students can access those materials. It is specifically "not allowed for library or instructors to provide direct links...to students and users to *HBR"* Because of this, the assigned readings from the *HBR* are in your syllabus but are not available through the University Course Reserve System. In order to access the readings, you will need to go to Business Source Complete (EBSCO) and type in your request. If you are on campus, go to the library website at http://www.lib.umd.ecu/ and click on Research Port (http://researchort.umd.edu/ If you are off campus, you will get a prompt to log in with your Directory ID and password. Logging in takes you directly to the journal **Harvard Business Review.** Search the title Harvard **Business Review** under journal tab and select 1922 to present (Business Source Complete). Click the link **"Search within this publication"** and search the article needed.

If you click on this link from off campus, you're prompted to log in with your Directory ID and password. Logging in takes you directly to the article record.

. Because the *HBR* is the best source of current research on management and leadership, if we wish to use their materials, this is how we must do it. Their copyright restrictions are particularly restrictive.

Biography Assignment

The best studies of leadership are often found in biography. The study of an individual's life provides a context for that individual's leadership role in the world of which they were/are a part. To take advantage of this important leadership resource, each

student will select a biography or autobiography of an individual s/he identifies as a leader. The student 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 Barbara McClintock as the biographee, you would discuss, in the appropriate unit how she became a leader, if gender affected her 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 range of biographies/autobiographies that may be selected by students in the class allows for inclusion of individuals of different cultures, professions, and periods of history. Do not select biographies/autobiographies that are not substantive in content, e.g. Rudy Guiliani, or Jack Welch's autobiographies that are more a paen to self than an objective study of a person's role as leader.

 A list of possible titles is available as an attachment to the Announcement titled Biographies, and is provided to illustrate the types of biographies you will be looking for. It is not intended to be definitive. While students will select their own reading, there should be a range of biographies to cover men, women, individuals of color, cultural differences, professions, etc. If this does not occur naturally, we may need to make some adjustments. This semester, I would also like to include in the selections one or two biographies/ autobiographies of individuals whose leadership was destructive such as Hitler or Stalin.   Please email me with your selection by **Wednesday, February 5.** Include a second selection in your email in case someone else has already selected your first choice.. Once I have your selections, I'll post an announcement of the list of titles selected so that class members can be aware of the range of individuals whose biographies will enrich the discussions.

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 about 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 Discussion Board. 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.10   of the Syllabus - Interview Question Development - for further information.)

     1. <u>Written topic assignments.</u> 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 11:55 p.m. on the Saturday of the week assigned to that unit. (The Unit 8 assignment will be due on **Monday March 24** the day after the end of Spring Break), **Late Papers will not be accepted.**

     Each submitted paper should have the following heading:
     Your name,, the unit number, title of the unit.
     Example (Prentice, Ann (INST 660, Unit 1 Types of Leaders and Leadership)
Also, the file name MUST include your name and unit number, e.g. Prenticeunit1doc.
If you want to be absolutely sure your name is on your paper, add it to the body of the assignment.

     2. <u>Group Discussions.</u> For each of the units that have discussion sessions, the instructor will pose one or two questions to start the discussion. Some of the questions are available under the Assignments section of each unit but I reserve the right to add to them. 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. Ending the week's discussion session on Thursday evening means that students will not need to check the discussion sessions from Friday through Sunday

as there will be no new entries. You may read the discussion comments at any time if you wish to refresh your memory about a particular topic.

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

-contribute added relevant information

-pose additional relevant questions, and

-stay on topic.

 Participation is part of your grade for the course.See the Attachment to the Welcome message under Announcements for further information on participation in discussions and preparation of papers.

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 10** 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 24.** Students will have the opportunity to add, revise, suggest removal of questions. A finalized questionnaire will be available to students by **April 7.** In addition to these questions, students may add their own questions as appropriate to the individual they are interviewing. While the objective is to ask and gain responses from all questions, this is not always possible as the interviewee may not wish to respond or a particular question may not be appropriate in a certain circumstance. Use your best judgment.

4. <u>Interview Presentation.</u> Students will use the interview questions developed by the class plus additional questions as they see 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. Individuals interviewed in past semesters have ranged from elementary school teachers, to high level government officials, directors of non-profits, and many others, thus reinforcing the fact that leaders are found everywhere. The summaries will be posted for class discussion by 9:00 a.m. on Monday, **May 5.** It is expected that the comments provided by the range of leaders interviewed 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?

     An executive summary of your interview is due on the discussion board by 9:00 a.m. on **Monday, May 5** . The full paper which should be 10-12 pages in length, double spaced, will be due no later than **Saturday, May 10 by 11:55 p.m.**

     6. GRADING

Grades will be assigned in the following manner.

Interview Paper (including summary for discussion)	40%
Individual short papers	30%
Participation in topic discussions reflecting familiarity	
with issues and readings. Each class member is expected	

to participate at least three times in each discussion.(and I do keep track) 30%

All discussions will take place within the week specified although some discussion threads 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. Unit 1 will be released on Friday **January 24** and Unit 2 will be released on Friday, **January 31.** Discussion of the contents of Units 1 and Unit 2 will run from Monday **February 3** through Thursday, **February 6.** Individual written papers, when assigned, will be due no later than the Saturday of the week assigned to that unit, e.g. Unit 3 content will be released on Friday, **February 7** and the assignment for that unit will be due   later than 11:55 p.m. on Saturday **February 15.** (Because of Spring Break, the Unit 8 assignment will be due **March 24).** Assigned discussion sessions will run from Monday through Thursday of the week covered by the unit. Initial questions posed by the instructor will be released with the course content. CANVAS provides a Course Calendar and all dates will be listed there. They duplicate those in the Syllabus.

Unit 1 Types of Leaders and Leadership **January 27-30**

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:

Prentice, Ann E. (2013). Introduction and Chapter 1 in   Leadership for the 21st Century.   (pp. ix-xiv, 1-13) Santa Barbara, CA: Libraries Unlimited..

Nonaka, Ikujiro and Hirotaka Takeuchi. (2011) "The Wise Leader," Harvard Business Review 89:5. p. 59-67.

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

Lecture Notes:

Lecture Notes released Friday, **January 24.**

See Modules

Assignment:

See Unit 2 Discussion.

Unit 2. What Does a Leader Do?   **February 3-6**

The leader has goals and a vision of how to achieve those goals. Leaders always move forward, renewing their skills, adapting the vision, and always moving the goal forward.

Readings:

Prentice. Chapter 2. What does a leader do? (P. 15-30)

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

Goleman, Daniel and Richard Boyatzis (2008). "Social Intelligence and the Biology of Leadership," Harvard Business Review 86:9, pp.71-81.

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

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

Rashid, Faaiza, Amy C. Edmondson, and Herman B. Leonard. (2013). "Leadership Lessons from the Chilean Mine Rescue," Harvard Business Review 91:7/8. Pp.113-119/

Schoenmaker, Paul J.H., Steve Krupp, and Samantha Howard. "Strategic Leadership: the Essential Skills," Harvard Business Review 91:1/2, pp. 131-134.

Lecture Notes:

Lecture Notes to be Released, Friday, **January 31.**

See Modules

Assignment: Questions for Unit 1 & Unit 2 discussion

Monday - Thursday, February 3-6.

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. Your thoughts.

2). With what types of leaders have you interacted? Which approaches did you find most helpful to you as team member or employee?

3). Where in the organization did you find leadership?

Use the assigned readings, lecture notes, the biography/autobiography you are reading plus personal experiences to respond. And feel free to add your own questions as a thread in the discussion.

Unit 3. How and Why People Assume Leadership Roles.   **February 10-13**

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

Readings:

Prentice, Chapter 4, "Why and How People Assume Leadership Roles. pp. 43-54.

Mroz, John Erwin. (2006) "Leadership Over Fear," in Hesselbein, Frances and Marshall Goldsmith, ed. The Leader of the Future, San Francisco: Jossey-Bass.pp. 107-112.

Pierce, Ponchetta. (2006) "Leading in a Constantly Changing World," in Hesselbein, Frances and Marshall Goldsmith, ed. The Leader of the Future 2. San Francisco, Jossey-Bass.pp. 113-120.

Lecture Notes:

See Modules.

Lecture notes to be released Friday, **February 7.**

<u>Assignment:</u>

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.

Assignment is due by Saturday, **February 15** by 11:55 p.m.

Unit 4. The Context of Leadership (Right time? Right Place? Right Vision ?)

February 17-20

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>:

Prentice, Chapter 3. "Leadership in Context," pp. 31-41..

Boulle, Pierre.(1957). <u>The Bridge over the River Kwai</u>. New York, Bantam. (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.

Useem, Michael.(2012) "Four Lessons in Adaptive Leadership," <u>Harvard Business.Review</u> 88:11. pp. 86-90.

<u>Lecture Notes:</u>

Lecture notes released Friday, **February 14.**

See Modules

<u>Assignment:</u>   Discussion Questions.

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

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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 5. Gender, Cultural, and Ethnic Perceptions. How they Affect Perceptions of Leaders and Leadership. **February 24-27**

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:

Prentice, Chapter 5,"Gender-Based, Cultural, Ethnic, and Other Leadership Approaches." pp. 55-74.

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

Hae-Jung Hong and Yves Doz.(2013) "L'Oreal Masters Multiculturalism" Harvard Business Review 91:6, pp. 113-119.

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..

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.

Lecture Notes:

Lecture Notes released Friday, **February 21..**

See Modules.

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 6   Taking Responsibility.   **March 3-6.**

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:

Prentice, Chapter 6. "Taking Responsibility." pp. 75-90.

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

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

Lecture Notes:

Lecture Notes released Friday,.**February 28**

See Modules.

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?

Unit 7 . Integrity.   **March 10-13.**

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:

Prentice, Chapter. 7, "Integrity," pp. 91-104.

Carbo, Toni (2005). "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. pp. 19-28.

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

Ricks, Thomas E.(2012) "Whatever Happened to Accountability?" Harvard Business Review 90:10. pp. 93-100.

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

Lecture Notes:

Lecture Notes released **Friday, March 7..**

See Modules.

Assignment:

Read or view A Man For All Seasons (optional)

Using the biography you have selected, respond to the following questions. Were there specific instances when the person's integrity was in question? How did the individual deal with the situation?

1). How does the leader's integrity or lack thereof set the tone of the organization?

2). Is there a connection between personal and professional integrity? Should leaders, e.g. public officials, be held publicly accountable for private/personal actions?

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

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

Unit 8 Communication; Listening and Respecting   **March 24-27**

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

Readings:

Prentice, Chapter 8, "Communication: Listening and Respecting," pp. 105-117.

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

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

Rosen, Robert H. (2006). Leading People: Transforming Business from the Inside Out. New York , Viking, p. 86-94, 236-243.

Lecture Notes:

Lecture Notes released Friday, **March 14.**

See Modules.

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 **by 11:55 p.m. March 24.**

Additional interview questions, if you have some, due on **March 24.**.

Unit 9 Leadership Outside the Organization; Advocacy, Social Media, etc.

March 31- April 3

Individuals may find that they are in a leadership position that is beyond the confines of a particular organization, e.g. as leader of a professional association. They may

have become the spokesperson for or against issues that transcend a particular group or organization. These may include the support of issues such as civil rights or first amendment rights, protests against perceived or real social issues, etc. How does this form of leadership differ from that which exists within a particular organizational structure? How does the power of social media affect advocacy?

This is to some extent an uncharted area, particularly in the use and effect of social media. Research in this area has ballooned in the past two years and continues to be a very hot topic.

Readings:

Prentice, Chapter 9. "Leadership and Social Networking," pp.119-131.

Wessel, Maxwell and Clayon M. Chrisensen (2012), "Surviving Disruption," Harvard Business Review 90:12. pp. 56-64.

Wilson, H. James, P.J. Guinal, Salvatore Parise, and Bruce D. Weinberg (2011), "What's Your Social Media Strategy?" Harvard Business Review 89:7/8 . pp. 23-25.

Lecture Notes:

Lecture notes released **Friday, March 28**

See Modules..

Assignment:

Locate an article that discusses how social media is being used as an advocacy tool and share with the class by posting a summary on the Unit 9 Discussion Board by 9:00 a.m. on **Monday, March 31**. Indicate why this article is of interest and how it contributes to the discussion of this aspect of leadership.. During our discussion, discussions you have had with colleagues that expand on the topic will be welcomed.

The draft questionnaire will be available on Monday, **April 7.**

Unit 10. What Happens when Leadership Falters?   **April 7-10**

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.

<u>Readings</u>:

Prentice, Chapter 10, "When Leadership Falters," pp.133-149.

Gino, Francesca and.Gary R. Pisano,(2011) "Why Leaders Don't Learn from Success," <u>Harvard Business Review</u> 89:4 pp. 68-74.

Schyns, Birgit and Tiffany Hansbrough, eds. (2010) <u>When Leadership Goes Wrong; Destructive Leadership, Mistakes, and Ethical Failures</u> . Charlotte, N.C., Information Age Publishing, Inc., 49-71.

<u>Lecture Notes</u>:.

Lecture notes released **Friday, April 4.**

See Modules.

<u>Assignment</u>:

We will go to the news media for current examples of "leadership gone bad." Situations such as that of the Mayor of Toronto, Ontario, is an example of cases that have appeared in the news in the recent past.. The ways in which individuals holding leadership positions and faltered in their leadership responsibility will be discussed. Provide your example from the news.

Unit 11. Mentoring.   **April 14-17**

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.

<u>Readings</u>:

Prentice, Chapter 11, "Mentoring," pp. 151-164.

Carter, Nancy M. And Christine Silva, *Mentoring: Necessary but Insufficient for Advancement,* www.catalyst.org.publications

Lang, Ilene, (2008)"Co-opting the Old Boy's Club: Making it Work for Women," *Harvard Business Review* 86:2, p, 76.

Zachary, Lois, "Tips and Practical Advice for Mentors and Mentees and Anyone Involved in the Mentoring Process or Beginning the Mentoring Experience," *Lois Zachary''s Mentoring Expert Blog* Retrieved April 10, 2011 from http://mentoring expert.wordpress.com/

Lecture Notes:

Lecture Notes to be Released on Friday,

See Modules

Assignment:

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 **11:55 p.m. Saturday, April 19.**

Unit 12. Following the Leader.   **April 21-24**

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:

Prentice, Chapter 12, "Following the Leader," pp. 165-176.

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

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

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

Lecture Notes:

Lecture Notes Released **Friday, April 18.**

See Modules.

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?

4). 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: Leadership in the Digital Age   April 28 -May 1

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:

Prentice, Chapter 12, "Leadership in the Digital Age." pp. 177-185.

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

Pfeiffer, Jeffrey. (2006) " Are the Best Leaders Like Professors?" in Hesselbein, Frances and Marshall Goldsmith, ed. <u>The Leader of the Future 2</u> . San Francisco: Jossey-Bass.pp.227-239.

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

<u>Lecture Notes:</u>

Lecture Notes to be Released **Friday, April 25.**
See Modules

<u>Assignment:</u>

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? How will you prepare for that role? This discussion will run from **April 28- May 1.**

Units 14. Reports on and discussion of term projects and final comments.

May 5-8

<u>Assignment:</u>

Executive summary of your interview is to be posted on the discussion board by **9:00 a.m. Monday, May 5** (See p. 10-11 of the Syllabus for instructions)

Your completed interview paper is due by ll:55 p.m. on Saturday, May 10.