Leadership in the 21st Century (INST 660) – 3 credit hours

Fall 2016 Syllabus

UNIVERSITY OF MARYLAND, COLLEGE PARK

Instructor, Office Hours & Contact Information
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Course Description and Objectives
In this course, we explore leadership - the individual and collective response to be the change that we want to see in the world.

In today’s highly interdependent, hypercompetitive world, exceptional leadership is more important than ever. Our complex socioeconomic environment has shown that hierarchical organizational models simply do not work anymore. The historical craftsman-apprentice model has been replaced by learning organizations, filled with knowledge workers who do not respond to traditional “top down” leadership. In pursuing opportunities to lead, professionals, find it unacceptable to spend ten years waiting in line. More importantly, people are searching for genuine satisfaction and meaning from their work, not just money.

In this course, we will use research and best practice, as well as stories from great leaders and everyday people, to practice empowerment, accountability, courage, creativity, and humility – key leadership skills.

To meet the challenges of leadership in the 21st century, this course will provide you with an introduction to leadership and the necessary insights to be an exceptional leader today and tomorrow.

Upon successful completion of this course, you will be able to articulate:

1. The different skills necessary for effective leadership, including but not limited to communication skills, negotiating skills, and decision-making skills;
2. The acquisition of awareness – most obviously self-awareness and contextual awareness;
3. The practice of mobilizing, managing, and creating change;
4. The difference between right and wrong, from a leadership perspective

You will also be able to:
• Define leadership within and external to the context of the information professions;
• Identify components and principles of leadership and best practices in their application;
• Describe relationships between the theory, models, and strategies of leadership;
• Apply professional ethics and values to leadership;
• Identify and critique social, public, information, economic, and cultural influences on the leadership of organizations and information technology infrastructures;
• Implement collaborative approaches to leadership;
• Understand the roles of mentoring in leadership;
• Identify opportunities for innovation;
• Apply principles of equity and inclusion;
• Engage in strategic planning and outcomes-based evaluation; and
• Understand ethics, values, and legal contexts around leadership of information organizations.

Course Ethos
Fun. Human-centered. Collaborative. Optimistic. Experimental. Let’s be hackers! This course will empower you by providing an opportunity to learn what leadership means through being exposed to the most seminal and salient leadership lessons from among the greatest men and women and how to lead through emotional intelligence.

Course Approach and Expectations
This course involves reading, writing, and collective discussion. It will be fast-paced; you will need to absorb reading material on your own. You will need to put in consistent effort throughout the whole semester. You’ll need to have (or learn) basic library and online research skills. You will need to make your opinion heard and demonstrate active learning, not passive absorption. Learning is not a spectator sport!

The course will be conducted as a seminar, employing a variety of interactive methods to engage students, including but not limited to:
• Instructor-guided discussions
• Plenary and small group discussions
• Student-led discussions
• Guest Speakers
• Instructional games
• Case study analyses
• Sharing and debriefing of assignments

Lectures will be provided by the instructor only to introduce topics and begin discussions.

It is essential that every student participates in the discussion of course materials. Participation means active involves in class discussions. Students read the assigned readings for each week and are expected to question, challenge, argue, and discuss issues and topics related to that week’s readings. Failure to participate in the course will result in a letter grade of F for this component.

Students with Disabilities
If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the instructor and Disability Support Services (314-7682), as early in the term as possible, but not later than the second week of class. Disability Support Services will verify your disability and determine reasonable accommodations for this course.
Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit: http://shc.umd.edu.

Assignments and Grading
Your grade in this course will be based on five things:

- Course Participation (30%)
- Thought Papers (35%)
- Leader Case Reviews (35%)

Guidelines for Course Participation
This course will require each student to be an active participant in discussions. Your participation grade will reflect the assessment of your total contribution to the learning environment. This includes not only the frequency of your contributions in class, but also their quality. Quality, includes, among other things: (1) sound, rigorous, and insightful diagnosis (e.g. sharpening of key issues, depth and relevance of analysis); (2) ability to draw on course materials and your own experience productively; (3) ability to advance or sharpen class discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision, and evidence in making arguments; (4) professionalism of your conduct (preparedness and sharing respect to all members and their course contributions).

Guidelines for Thought Papers
There will be three opportunities for students to submit written thought papers (no more than 5 pages long). The purpose of a thought paper is to show understanding of and reflection upon the assigned reading. You will review summaries of leading books or articles on the topic of Leadership, write a thought paper discussing your feelings about book/article, and we will discuss. I want you to critique, to question, and to analyze based on your opinion and perspective. Use the thought papers as an opportunity to display what you’re learning and to promulgate your own ideas on the topic. When we’re done, you will feel competent enough to speak on the topic with anyone.

Some people do this for a living and to quote the only editorial ever in the New York Review of Books (1963):

“We [The New York Review] does not pretend to cover all the books of the season or even all the important ones. Neither time nor space, however, have been spent on books which are trivial in their intentions or venal in their effects, except occasionally to reduce temporarily inflated reputation or to call attention to a fraud. ...The hope [here] is to suggest, however, imperfectly, some of the qualities which a responsible literary journal should have and to discover whether there is, in America, not only the need for such a review but the demand for one.”


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In this course, we will not review every book/article in the Leadership genre, but only a select few. I want you to be as opinionated as you can be. If you disagree with the author, say it, but also provide evidence. The vast majority of you will say the same things as your colleagues. Some of you will make a couple revelations. There will be a few of you that make substantial discoveries. But all will be unique to you. I encourage you to push those limits.

**Thought Paper 1**
On Canvas in HBR Leadership Packet

**Thought Paper 2**
A Retired Navy SEAL Commander’s 12 Rules for Being an Effective Leader

**Thought Paper 3**
An Introduction to Followership for Librarians

**Guidelines for Thought Papers for the Course include:**
- Full name and paper title at the top of the paper
- Single-spaced
- 12-point Arial or Calibri font
- 1-inch margins
- In-text citations and references section in APA style
  (http://owl.english.purdue.edu/owl/resource/560/01/)
- Numbered pages
- Consistent formatting
- Free of grammatical errors and typos
- Maximum 5 pages

All papers are due via electronic submission to the course website by the end of the day on which they are due. Unexcused late submissions will receive an automatic 10% deduction for every day late.

**Case Studies**
In these case studies, we will conduct an in-depth review (via discussion board and phone conversations) of a particular situation and discuss it amongst each other. There will be questions provided by the professor to facilitate the discussion and debate amongst the class. We will use Conferences on Canvas to facilitate these discussions.

Case Study 1: DSS Consulting
Case Study 2: BP and the Deepwater Horizon Disaster of 2010
Case Study 3: Zipcar and an Inconvenient Discovery

**Course Schedule and Readings**
Week 0/1: Introductions and Setting the Stage
Create a video introduction of yourself that can be shared with the rest of the class. Please include answers to the following questions (The Divine Nine):

- What is your name?
- Where are you from?
- What industry/field are you in?
- What is your interest in leadership?
- What do you expect to get from the course?
- Who is your favorite Avenger?
- What is your superpower (or something that you do incredibly well)?
- Tell us something interesting about yourself.
- Tell us how you view leadership.

**WEEK 1: CONCEPTS OF LEADERSHIP**

**Key topic(s):** What is a leader? How is leadership defined? How do experts in the field describe leadership?

**Reading(s):**

- Harvard Business Review (HBR) Must-Reads on Leadership

**Assignment(s):**

- Discussion(s) of the Week (Due by Saturday, Sept 3, 2016)

**WEEK 2: BECOMING A LEADER**

**Key topic(s):** What skills and characteristics should a leader have?

**Reading(s):**


**Assignment(s):**

- Discussion(s) of the Week (Due by Saturday, Sept 10, 2016)

**WEEK 3: LEADERSHIP IN CONTEXT**

**Key topic(s):** What role does leadership play in information organizations?

**Reading(s):**


Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Sept 17, 2016)

WEEK 4: INCLUSIVE LEADERSHIP
Key topic(s): What is diversity and equity in leadership? Can women be leaders? Should leaders be inclusive?
Reading(s):
• The Most Undervalued Leadership Traits of Women: http://www.forbes.com/sites/glennllopis/2014/02/03/the-most-undervalued-leadership-traits-of-women/#36c94003690c

Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Sept 24, 2016)
• Case Study 1: DSS Consulting

WEEK 5: COLLABORATION
Key topic(s): Why do people assume leadership roles?
Reading(s):

Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Sept 24, 2016)

WEEK 6: BUILDING BETTER ORGANIZATIONS
Key topic(s): How does one know that they are capable of leading? How do leaders build better organizations?
Reading(s):


Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Oct 1, 2016)
• Thought Paper 2: A Retired Navy SEAL Commander’s 12 Rules for Being an Effective Leader

**Week 7: When Leadership Falters**

**Key topic(s):** Is leadership always successful? What must be done if it isn’t?

**Reading(s):**


Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Oct 8, 2016)

**Week 8: Legal Issues in Leadership**

**Key topic(s):** What kinds of legal issues can arise when you’re the leader? How do great leaders handle legal crisis?

**Reading(s):**


Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Oct 15, 2016)
• Case Study 2: BP and the Deepwater Horizon Disaster of 2010

**Week 9: Innovation**

**Key topic(s):** What is an innovative leader? How do they improve the organization?

**Reading(s):**


Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Oct 22, 2016)
• Thought Paper 3 (Due by Saturday, Oct 22, 2016): An Introduction to Followership for Librarians
**WEEK 10: EXTERNAL LEADERSHIP**

Key topic(s): How do organizational leader reach external people? Why would they do this?

Reading(s):

Assignment(s):
- Discussion(s) of the Week (Due by Saturday, Nov 5, 2016)

**WEEK 11: INFORMATION PROFESSIONS**

Key topic(s): What makes information professions unique? What role does leadership play?

Reading(s):

Assignment(s):
- Discussion(s) of the Week (Due by Saturday, Nov 12, 2016)

**WEEK 12: TRANSITIONS**

Key topic(s):
- Changes in leadership
- Changes of leadership roles
- Learning from failure

Reading(s):

Assignment(s):
- Discussion(s) of the Week (Due by Saturday, Nov 19, 2016)
- Case Study 3: Zipcar and an Inconvenient Discovery

**WEEK 13: CROSS-CULTURAL LEADERSHIP**

Key topic(s): What are considerations for leadership in different countries? How about different cultures?

Reading(s):

Assignment(s):
• Discussion(s) of the Week (Due by Saturday, Dec 3, 2016)

**Week 14: Future Leaders**

**Key topic(s):** What role does mentoring play in leadership?

**Reading(s):**

**Assignment(s):**
• Discussion(s) of the Week (Due by Saturday, Dec 10, 2016)

**Week 15: Course Wrap-Up**
• Class Out brief