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|  | http://slim.emporia.edu/Forms/syllabus/letterhead.png  Course Syllabus - Fall 2011  LI 805XO  Leadership and Administration of Information Organizations  9/16-17, 12/2-3, & Internet |  |

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| **Faculty:** | Rajesh Singh |
| **Email:** | [rsingh1@emporia.edu](mailto:rsingh1@emporia.edu) |
| **Primary Phone:** | (620) 341-5181 |
| **Office Hours:** | Tuesdays 9:30am-2:30pm CT and by appointment. |
| **Online Course Login:** | <https://elearning.emporia.edu> |
| **Credit Hours:** | 3.0 |
| **Note:** | Course Syllabus May Change |

**Important Dates for Fall 2011**

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| *8/17: First day of class* | *8/30: Last day to drop* | *9/5: Labor Day Holiday (ESU closed)* | *10/11: Midterm grades due* |
| *10/13: Midterm grades available* | *10/26: Last day to withdraw* | *11/11: Veteran's Day Holiday (ESU closed)* | *11/23-11/27: Thanksgiving Break* |
| *12/9: Last day of semester* | *12/17: Commencement* | *12/20: Final grades due* |  |  |

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| **Course Face-to-face Weekend Meetings**  Sept 16-17 and Dec 2-3  **Course Description**  How can people who work in or administer information agencies use organization theories and models to see, understand, and shape the processes of the organization and the products and services it provides? How do the components of an organization--the people, techniques of work, structure, goals and values, and management--work together and influence the political, social and cultural environments in which the agency functions? This course explores ways of thinking about organizations that can be applied to the challenging tasks involved in administering information agencies.  **Course Topics**   * Leadership Strengths and Talents * Leadership and Employee Motivation * Leadership Communication  and Emotional intelligence * Leadership and Organizational Strategy * Leadership and Organization Culture * Leading and Managing teams * Leading Organizational Change and Development   **Learning Outcomes**  Upon successful completion of this course, students will be able to:   * Understand contemporary leadership principles, theories and processes, and their relationship to library and information organizations * Identify environmental issues as they impact leadership and develop effective strategies to adapt to these environments * Analyze and compare the concepts and practices of leadership communication at individual, group, and organizational levels and demonstrate their application in a variety of workplace situations * Work effectively as a team member through group projects, case studies and problem analysis * Identify and explain issues involved in managing a diverse workforce and conduct necessary research to address these issues * Assume leadership roles by employing effective management strategies in the organizational context * Articulate an understanding of their leadership strengths and weaknesses, identifying ways in which personal leadership may be further developed. * Think critically about existing challenges and developing issues in the LIS profession   **Required Text**   |  |  | | --- | --- | | [Strengths Based Leadership](http://www.amazon.com/Strengths-Based-Leadership-Tom-Rath/dp/1595620257) | Rath, T. & Conchie, B. (2009). *Strength based leadership: Great leaders, teams, and why people follow.* New York: Gallup. |   This book includes an access code that will enable you to take an online "StrengthsFinder 2.0 Assessment." After you complete the test, you will receive a "Personalized Strengths Insight and Action Planning Guide." The related assignment will require you to write up your answers to the questions in your personalized guide.  **Recommended Readings**  Allison, M. & Kaye, J. (2005). *Strategic planning for nonprofit organizations:  A practical guide and workbook*. Hoboken, NJ: John Wiley & Sons.  Bennis, W. (2003). *On becoming a leader*. New York: Basic Books.  Bennis, W. & Goldsmith, J. (2003). *Learning to lead: A workbook on becoming a leader*. New York: Basic Books.  Collins, J. (2001). *Good to great: Why some companies make the leap ... and others don't.* New York: Collins.  Drucker, P. (2005). *Managing the non-profit organization: Principles and practices*. New York: Collins.  Evans, E.G. & Ward, P.L. (2007). *Management basics for information professionals*. New York: Neal-Schuman.  Godin, S. (2010). *Linchpin: Are you indispensible?* Portfolio: New York.  Kouzes, J. M. & Posner, B. Z. (2007). *The leadership challenge*. San Francisco: John Wiley & Sons.  Northouse, P. G. (2007). *Leadership: Theory and practice*. Thousand Oaks, California: Sage.  Pink, D. H. (2010). *Drive: The surprising truth about what motivates.* New York: Riverhead.  Schein, E. H. (2004). *Organizational culture and leadership*. San Francisco: Jossey-Bass.  Senge, P.M. (2006). *The fifth discipline: The art and practice of the learning organization*. New York: Currency Doubleday.  Stueart, R.D. & Moran, B.B. (2007). *Library and information center management*. Colorado: Libraries Unlimited.  **Course Schedule (Subject to Change)**   | **Date** | **Topics** | **Required Readings & Assignments** | | --- | --- | --- | | Tue Aug 16 - Sun Aug 21 | Welcome and introduction |  | | Mon Aug 22 - Sun Aug 28 | Leadership and Motivation | Cangemi, J.P., Burga, B., Lazarus, H., Miller, R.L. & Fitzgerald, J. (2008). The real work of the leader: A focus on the human side of the equation. *Journal of Management Development*, 27(10), 1026-1036.  Head, T.C. (2011). Douglas McGregor's legacy: lessons learned, lessons lost. Journal of Management History, 17 (2), 202-216.  Graham, K. (2011). Leading with purpose: A case for soul leadership. *Development and Learning in Organizations*, 25(4), 5-7. | | Mon Aug 29 - Sun Sept 4 | Leadership and Organizational Strategy | Carriger, M. (2010). Narrative vs PowerPoint: for leaders, it may not be a matter of fact. *Strategy & Leadership*, 52-56.  Fairholm, M. R. (2009). Leadership and organizational strategy. *The Innovation Journal: The Public Sector Innovation Journal,* 14(1), 1-16.  Riggs, D. E. (2011). The crisis and opportunities in library leadership. *Journal of Library Administration*, 32(3-4), 5-17.  Stid, D. & Bradach, J. (2010). How visionary nonprofits leaders are learning to enhance management capabilities. *Strategy & Leadership*, 37(1), 35-40. | | **Mon Sept 5 - Thurs Sept 15** |  | Take StrengthsFinder 2.0 Assessment and finish reading all previously assigned readings | | **Fri Sept 16 - Sat Sept 17** | **First Weekend Face-to-Face Class** | * ***Strength Based Leadership: p. 7-17*** * ***StrengthsFinder 2.0 Assessment*** * ***Leadership and Employee Motivation*** * ***Leadership and Organizational Strategy*** * ***Leadership in Theory and Practice*** * ***Emotional Intelligence*** * ***Leading and Managing Teams*** | | Mon Sept 19 - Sun Sept 25 | Leadership in Theory and Practice | Ericksson, K A, Prietula, M J & Cokely, E T (2007). The making of an expert. *Harvard Business Review*, July-August, 115-121.  McDermott, A., Kidney, R. & Flood, P. (2011). Understanding leader development: Learning from leaders. *Leadership & Organization Development Journal,* 32(4), 358-378.  Sheard, G., Kakabadse, A.P. & Kakabadse, N.K. (2011). Organisational politics: Reconciling leadership's rational-emotional paradox. *Leadership & Organization Development Journal*, 32(1), 78-97.  *Strength Based Leadership: p. 31-66; 79-95.* | | Mon Sept 26 - Sun Oct 2 | Leadership Communication and Emotional Intelligence | Casullo, D. (2011). Tell me the *rule* - I have plenty of good information: rule 1: leadership development is first about leaders who are develop-able. *Business Strategy Series*, 12(1), 35-36.  Edgelow, C. (2011). The four challenges. *Industrial and Commercial Training*, 43(1), 17-24.  Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 82-91.  Marques, J. F. (2007). Leadership: Emotional intelligence, passion and&what else*? Journal of Management Development*, 26(7), 644-651. | | Mon Oct 3 - Sun Oct 9 | Leading and Managing Teams | Holtzman, Y. & Anderberg, J. (2011). Diversify your teams and collaborate: because great minds don't think alike. *Journal of Management Development*, 30(1), 75-92.  *Strength Based Leadership: p. 21-27; 67-76.* | | Mon Oct 10 - Sun Oct 23 | Leadership Strengths and Talents | *Strength Based Leadership: p. 7-17; 103-205.* | | Mon Oct 24 - Sun Oct 30 | Leadership and Organizational Culture | Griffin, T.J. (2011). Values-driven leadership: Changes in leadership culture can improve bottom-line results. *Chief Learning Officer*, April, 54.  Gibbins-Klein, M. (2011). Winning by thinking: How to create a culture of thought leadership in your organization. *Development and Learning in Organizations,* 25(1), 8-10.  Kaarst-Brown, M L, Nicholson, S, Von Dram, G M & Stanton, J M. (2004). Organizational culture of libraries as strategic resource. *Library Trends*, 53 (1), 33-53. | | Mon Oct 31 - Sun Nov 6 | Leading Organizational Change and Development | Kotter, John P. (2007). Leading change: why transformation efforts fail. *Harvard Business Review*, 96-103.  Roark, C. S. & Freemyer, J. (2010). *Organizational Change*, 4, 1-8. | | Mon Nov 7 - Wed Nov 30 |  | Work on Leadership Lens and "Strategic Plan" Assignment. | | **Fri Dec 2 - Sat Dec 3** | **Second Weekend face-to-Face Class** | * ***Leadership Communication and Culture*** * ***Discussion on Leadership Lens*** * ***Leading Organizational Change and Development*** * ***Strategic Plan Presentations*** | | Mon Dec 5 - Sun Dec 9 | Wrap Up |  |   **Course Assignments, Due dates and Points in Relation to Final Course Work (Subject to Revision)**   | **Assignments** | **Due Dates** | **Points** | | --- | --- | --- | | **1. Building on Your Top Five Talents** | Sept 15 | **10** | | **2. Leadership Lens:"At the Movies"** | Oct 30 | **10** | | **3. Strategic Plan Project** |  | **50** | | |  |  | | --- | --- | | Part 1: Strategic Plan Document | Nov 30........(35 points) | | Part 2a: Strategic Plan Presentation  Part 2b: Strategic Plan Presentation Document (or link) Submission | Dec 3 & 5....(10 points) | | Part 3: Team Participation | Dec 5..........(5 points) | | | | | **4. Leadership Journey Blog** | As assigned. | **18** | | **5. Class Participation** | Face-to-Face Weekend Meetings | **12** | | **TOTAL** |  | **100** |   **Further information about assignments will be available at the beginning of the course. All assignments must be submitted through Blackboard by 11:59pm *your local time* on the respective due dates. You will lose one point per day for late submission of your assignment unless prior approval has been granted by the instructor.**  **SLIM Grading Scale**   |  |  | | --- | --- | | 96 -100 A | 77 - 79 C+ | | 90 - 95 A- | 74 - 76 C | | 87 - 89 B+ | 70 - 73 D | | 84 - 86 B | 0 - 69 F | | 80 - 83 B- |  |   **SLIM Attendance Policy**  Students must attend all face-to-face classes.  In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](http://slim.emporia.edu/wp-content/uploads/2009/10/policy-and-procedures-absences-of-weekend-intensive.pdf) (PDF).  **SLIM Grade Policy**  All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit.  If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.  When a student has been placed on academic probation, an administrative hold will be placed on the student’s record to block future enrollment. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean or director of program administration.  Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan.  If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM’s graduate program.  This policy goes into effect fall 2009 semester.  This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program.  It will also apply to all those who have passed into MLS or doctoral degree candidacy.  **SLIM Incomplete Grade Policy**  **SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:** [**http://www.emporia.edu/grad/docs/policyhandbook2.pdf**](http://www.emporia.edu/grad/docs/policyhandbook2.pdf)**).**  SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete.  If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.  If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester.  If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student’s record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.  **Faculty-Initiated Student Withdrawal Procedure**  Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]*  **Academic Dishonesty**  At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)  The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.  **Disabilities Policy**  Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.  **Contact information for the Office of Disability Services:** Office of Disability Services 211 S Morse Hall  Emporia State University 1200 Commercial Street / Box 23  Emporia, KS 66801 *Phone :* 620/341-6637 *TTY:* 620/341-6646 *Email:* [disabser@emporia.edu](mailto:disabser@emporia.edu) |

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