

VALDOSTA STATE UNIVERSITY
MASTER OF LIBRARY & INFORMATION SCIENCE
MLIS 7260
Leadership in Library and Information Centers
Spring Semester 2013
Three Credit Hours

Instructor:

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Course Description :

Prerequisite or co-requisite: MLIS 7200 or consent of the instructor. An introduction to leadership theory, principles, and practices. The course provides an overview of the relationship between leadership theory and the effective practice of leadership as well as an understanding of the competencies required of effective leaders in today's libraries and information organizations.

Course Objectives:

Student will:

- Discuss the theoretical concepts and principles of leadership
- Discuss the evolution of leadership styles
- Discuss the role and importance of leadership development
- Discuss the practical side of leadership skills in library and information centers
- Discuss competencies of effective leadership in library and information centers
- Discuss key research on leadership
- Incorporate knowledge of leadership ethics
- Use relevant documentation and citation tools.

Required Materials:

Hernon, Peter, Powell, Ronald R., and Young, Arthur P. 2003. *The Next Library Leadership: Attributes of Academic and Public Library Directors*. Westport: Libraries Unlimited. ISBN: 1563089920

Machiavelli, Niccolo. 2003. *The Prince*. Translated by George Bull. Introduction by Anthony Grafton. New York: Penguin. Originally published in 1513. ISBN: 0140449159

Attendance:

This is a web-based course, with no required face-to-face meetings. Synchronous online chat sessions may be scheduled in consultation with the students.

Readings (Available in Odum Library subscription databases or through other online sources):

Ammons-Stephens, S., Cole H., Jenkins Gibbs, K., Riehle, C., & Weare, W. (2009, April). Developing Core Leadership Competencies for the Library Profession. *Library Leadership & Management*, 23(2): 63-74.

Ayman, Roya & Korabik, Karen. (2010, April). Leadership: Why Gender and Culture Matter. *American Psychologist*, 65(3): 157-170.

Bisoux, Tricia. (2005, September/October). What Makes Leaders Great. *BizEd*: 40-45.

Bregman, Peter. (2010, November 11). Why Leaders Must Feel Pain. *Harvard Business Review* Blog. <http://blogs.hbr.org/bregman/2010/11/why-leaders-must-feel-pain.html>.

Collins, James C. & Porras, Jerry. (1996, September/October). Building Your Company's Vision. *Harvard Business Review*: 65-77.

Daft, Richard L. (2005). What Does It Mean to be a Leader? *In The Leadership Experience*. 4th edition. Chapter 1, pp. 2-33. Thomson.

Day, Barbara, Davis, Sandra, & Fitchett, Paul. (2007, Fall). Leadership: A Foundation for "Wisdom and Passion." *Delta Kappa Gamma Bulletin*, 74(1): 8-11.

Jackson, Danielle, Engstrom, Erika & Emmers-Sommer, Tara. (2007, November). Think Leader, Think Male and Female: Sex vs. Seating Arrangement as Leadership Cues. *Sex Roles*, 57(9/10): 713-723.

Kelley, Robert E. (1988, November/December). In Praise of Followers. *Harvard Business Review*: 60-66.

Khurana, Rakesh. (2002, September). The Curse of the Superstar CEO. *Harvard Business Review*: 60-66.

King Henry V by William Shakespeare. Act 3. Scene 1. Before Hartieur.
<http://www.online-literature.com/shakespeare/henryV/11/>

Loughlin, Catherine & Arnold, Kara A. (2007, Spring). Seeking the Best: Leadership Lessons from the Military. *Human Resource Management*, 46(1): 147-167.

Madlock, Paul E. (2008, January). The Link Between Leadership Style, Communicator, Competence, and Employee Satisfaction. *Journal of Business Communication*, 45(1): 61-78.

Maslow, A.H. (1943). A Theory of Human Motivation.
http://en.wikipedia.org/wiki/Maslow%27s_hierarchy_of_needs

McCain, John. (2004, September). In Search of Courage. *Fast Company*, 86: 51-56.

McCune, Jenny C. 1998. That Elusive Thing Called Trust. *Management Review* 87(7): 10-14, 16.

Melanson, Mark A. (2009). Leadership Wisdom. *U.S. Army Medical Department Journal*: 17-20.

Northouse, Peter G. (2007). Selected Assessments. *Leadership: Theory and Practice* 4th edition. Sage.

Perspectives on Leadership and ChangeMasters—Interviews in *Library Leadership & Management*:

Ginnie Cooper by Mary August Thomas. Fall 2009, 23(4): 177-178.

Irene Owens by Eric C. Shoaf. Fall 2009, 23(4): 179-180.

Mark Y. Herring by Jane Duffy. Fall 2009, 23(4) 180-184.

Peter Northouse by Wendi Arant Kasper. Fall 2009, 23(4): 184-185.

Jerry Campbell by Marcy Simons. Fall 2008, 22(4): 168-171.

Robert Rubin by Susan Corl. Spring 2008, 22(2): 65-68, 99.

Queen Elizabeth I. Speech to the Troops at Tilbury.

<http://www.luminarium.org/renlit/tilbury.htm>

Riggs, Donald E. (2001). The Crisis and Opportunities in Library Leadership. *Journal of Library Administration*, 32(3):5-17.

Rogers, Jody R. (2009). Critical Leadership Attributes for Army Medical Department Officers. *U.S. Army Medical Department Journal*: 11-13.

Rooke,, David R. & Torbert, William R. (2005, April) Seven Transformations of Leadership. *Harvard Business Review*:67-76.

Sanchez-Hucles, Janis V. & Davis, Donald D. (2010, April). Women and Women of Color in Leadership. *American Psychologist*, 65(3): 171-181.

Shaw, Robert B. (2006, Fall). Leadership Lessons from the Life of Ulysses S. Grant. *Leader to Leader*, 42:29-35.

Smith, Beverly McQueary. (2009, Spring). An Introduction to the Cleopatra Syndrome: Golda, Indira, Bella, Shirley, Margaret, Geraldine and Hillary (and now Sarah): Educating women in Leadership Roles in the 21st Century. *Hamline Journal of Public Law & Policy*, 30(2): 485-492.

Sutton, Robert L. (2010, August 11). True Leaders are Also Managers. *Harvard Business Review* Blog. http://blogs.hbr.org/cs/2010/08/true_leaders_are_also_managers.html

Tzu, Sun. *The Art of War*. http://en.wikipedia.org/wiki/The_Art_of_War

Unseem, Jerry. (2002, November 18). Tyrants, Statesmen, and Destroyers (A Brief History of the CEO.) *Fortune*, 146 (2): 82-87.

Xavier, Stephen. (2005). Are You at the top of Your Game? Checklist for Effective Leaders. *The Journal of Business Strategy*. 26(3): 35-42.

Zaleznik, Abraham. (1992), March-April). Managers and Leaders: Are They Different? *Harvard Business Review*: 126-135.

Zauderer, Donald G. (1992, Fall). Integrity: An Essential Executive Quality. *Business Forum*: 12-16.

Additional Reading (Required):

Using online sources or books available through libraries, study the Myers-Briggs Type Indicator and perform a self-assessment. This information will be used to answer questions on your final exam.

An excellent book for this assignment is available through Georgia PINES libraries:

Keirsey, David and Bates, Marilyn. 1984. *Please Understand Me Character & Temperament Types*. Del Mar: Prometheus Nemesis Book Company.
ISBN 0-9606954-0-0

There are multiple printings of this book, and numerous other titles on the MBPTI. You may use a title of your choice.

Assignments:

Readings Essay: Select three (3) readings from the list in this syllabus and write a three-page essay to evaluate the leadership themes. Compare and contrast the leadership styles, character traits, and other elements of leadership that might enhance or hinder leaders in libraries and information centers. *Full details of this assignment will be found in the Assignments Folder under the Course Content tab.*

The Prince Critique: Analyze the principles of *Machiavellian* leadership. Write a brief critique about the leadership style using your text and other sources used in this course. *Full details of this assignment will be found in the Assignments Folder under the Course Content tab.*

Discussion Board:

Discussion questions from your readings will be posted during the semester. Other posts involving interacting with the instructor and your classmates will be announced.

Participation on the Discussion Board is mandatory.

Final Exam: The final exam will be 2-3 short essay questions.

Schedule:

Week 1 (01/07)	Read the Instructor's Introduction to the course. Post your introduction to the class. Read Herson Chapters 1 & 2
Week 2 (01/14)	Read <i>The Prince</i> ; Queen Elizabeth I; King Henry V
Week 3 (01/21)	Read Daft; Maslow; Northhouse; Unseem
Week 4 (01/28)	Read Herson Chapters 3,4,5, and 6
Week 5 (02/04)	Read Bisoux; Day; Khurana; Melanson
Week 6 (02/11)	Read Herson Chapters 7 & 8; Collins, Madlock, Shaw, Xavier
Week 7 (02/18)	Complete the MBTI self-assessment
Week 8 (02/25)	Read Rogers; Rooke; Sutton; Zalenik
Week 9 (03/04)	Read Ayman; Jackson; Loughlin; Sanchez-Hucles; Smith
Week 10 (03/11)	Spring Break
Week 11 (03/25)	<i>The Prince Critique Due Midnight on March 31.</i>
Week 12 (04/01)	Read Ammons-Stephens; Perspectives; Riggs
Week 13 (04/08)	<i>Catch up any missed readings</i>
Week 14 (04/15)	<i>Readings Essay Due Midnight on April 21.</i>
Week 15 (04/22)	Final Exam Released
Week 16 (04/29)	<i>Final Exam Due Midnight on May 1.</i>

Our class weeks will begin on Mondays and end at midnight on the following Sunday.

Communicating with the Instructor:

Please use the class email to contact the instructor. The class is monitored daily and all inquiries are answered daily. Additional contact information is listed on first page of the syllabus.

REQUIREMENTS:

Readings Essay	30%
<i>The Prince</i> Critique	20%
Final Exam	30%
Discussion Board	20%

General Grading Scale:

- A** Excellent work—among the best work seen at the graduate level
- B** Satisfactory work—better than average work at the graduate level
- C** Honest attempt—needs moderate to major revisions to be satisfactory
- D** Perfunctory or missing work

Note: *Assignments submitted one week or less past the due date will be dropped one letter grade. Assignments submitted more than one week after the due date will be declined.*

Final Grading Scale:

- A** Always satisfactory, often excellent
- B** Mostly satisfactory, occasionally excellent
- C** Sometimes satisfactory, often needs revisions
- D** Rarely satisfactory, often perfunctory, late or missing
- F** Lacking even an attempt to learn or do, dishonesty, plagiarism

Technical Requirements:

All assignments must be submitted using computer programs that are compatible with VSU supported products. *MS Word* is the preferred format for document processing. PDF documents will be accepted.

Please follow the instructions in your assignments regarding:

- Pasting your response into a message box
- Using a file attachment
- Replying to a message or creating a new message.

When your assignment requires posting into a BlazeVIEW message box, compose your work in your word processor, then copy and paste it into BlazeVIEW. This prevents the loss of your work if you are ‘timed-out.’ Remember to use spell check, and be sure your work is

grammatically correct.

VSU's IT Help Desk: <http://www.valdosta.edu/helpdesk/> Phone: 229-245-4357

Distance Learning Support: Odum Library web site:
<http://www.valdosta.edu/library/services/distancededucation.shtml>

Academic Dishonesty:

Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. Specific regulations related to student conduct and behavior are contained in the *Student Handbook*, *Student Code of Ethics*. <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to SafeAssign, a tool within BlazeVIEW. For more information on the use of SageAssign at VSU, see [SafeAssign for Students \(http://www.valdosta.edu/academic/SafeAssignfor Students.shtml\)](http://www.valdosta.edu/academic/SafeAssignfor Students.shtml).

Student Conduct:

Student behavior, which includes emails to class members and the instructor as well as postings to the discussion board in BlazeVIEW, is to be respectful and professional. Guidelines are specified in the Student Handbook, Student Code of Ethics. (http://www.valdosta.edu/studentaffairs/documents/SAF_Student_Handbook2009-050809.pdf)

Special Needs Statement:

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students not registered with the special Services Program should contact special Services in Nevins Hall, Room 2164. Phone: 229-245-2498.

Note: The instructor may modify or adapt this syllabus and the assignments contained within it should circumstances arise during the semester that necessitate change.