Rutgers.jpg

**School of Communication and Information**

**MI 17:610:571:XX**

# Transformative Library Leadership

# [Semester] - Course Syllabus

*Instructor*: [instructor’s full name]

*Course Delivery*: Online course

*Dates:* 9/5/17 – 12/17/17  
*Course Website*: Canvas course management system (<https://canvas.rutgers.edu>)

*Email*: [instructor’s Rutgers email address]

*Office Hours*: Virtual/online and by appointment

## Catalog Description

Today’s libraries are in the midst of transformative change requiring a workforce that is able to lead, manage, and interact with others outside of traditional structures long associated with organizational hierarchies. This course will provide students with the foundational values underlying the library profession, explore leadership topics, and focus on skills and attributes that are essential for the delivery of effective and dynamic library service.

## Course Description

This course will prepare library students to assume formal and informal leadership positions to guide libraries through continual change. Students will explore topics essential for effective library leadership, understand leadership theories and principles, interpret and apply library foundational values that underpin library practice, learn about and observe best practices in the field, and address topical issues in libraries. Students will gain awareness about their own leadership style, develop a personal leadership philosophy to guide their professional career, and become confident transformational leaders.

## Pre- and Co-requisites

None; this course is part of the MI Program - LIS foundation course for the LIS concentration.

## Course Learning Objectives

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

1. Critically analyze and evaluate key leadership theories, models, and perspectives and apply them in a library context.
2. Integrate library core values, competencies, transformative leadership approaches, and attributes of library leaders in diverse library settings.
3. Formulate a library leadership philosophy and development plan to adopt in professional endeavors based on a self-assessment of one’s leadership traits, competencies, styles, strengths, and areas for future growth.
4. Adopt principles and models of transformational leadership in practical library contexts as a result of knowledge gained through inquiry, discovery, discussion, observation, and self-introspection throughout the course.
5. Work effectively in interactions and communications with others such as in teams and other collaborative endeavors, planning and decision making, coaching/mentoring, dealing with challenges, and promoting diversity in the community in which they serve.

## Course Textbooks

**(Required)** Prentice, Ann E. Leadership for the 21st Century. Libraries Unlimited, 2013. (ISBN 978-1-61069-196-3) (Amazon, rental- $35, purchase-$65, used-$38)

Additional readings will be provided in the Canvas course.

## Course Delivery Format and Technology

**This is a fully online course delivered through the Canvas learning management system by Instructure at** <http://canvas.rutgers.edu> **. Course materials – readings, instructor’s lectures, media, resources, activities, discussion boards, and assignments – can be** accessed through Canvas starting on the first day of the semester. You will need your **Rutgers NetID** username and password to log into the Canvas site.

Students having login or other Canvas technical problems should contact the **Rutgers Online Learning Help Desk** by phone at **877-361-1134** (available 24/7) or by email at [help@Canvas.rutgers.edu](mailto:help@Canvas.rutgers.edu) if you need technical assistance. In addition, SC&I IT Services offers help with a variety of technology-related issues. They are located in the SC&I Building in Room 120 (first floor), tel: 848.932.5555 or email [help@comminfo.rutgers.edu](mailto:help@comminfo.rutgers.edu) .

In order to successfully complete the online course, students must have continuous access to a **high-speed Internet connection and computer hardware** that can support a broadband Internet connection. A **computer or laptop** is recommendedfor doing *course* *assignments* such as discussions and submitting assignments – not a smartphone or tablet. Most **browsers** (e.g., Firefox, Chrome, Edge, Internet Explorer, Safari) can be used. You may use **mobile devices** to access Canvas from an updated browser (i.e., latest two browser versions) on your Android/iOS device. For a list of supported browsers, see: <https://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support>

Rutgers Libraries also have computers available for student use, if needed.

In addition, students will need the latest version of **Flash player** for recording and/or viewing audio/video and uploading files. To download the latest (free) Flash player, if needed, go to: <https://get.adobe.com/flashplayer/>

Computer hardware and Internet problems will not be accepted as legitimate excuses for missing assignment due dates, unless there are official, broad-campus network access outages.

It’s recommended that students frequently access the Canvas course (daily) to view announcements from your course instructor and complete the activities and assignments as outlined for the week. Always make a backup copy of your work and be sure to leave yourself enough time to complete assignments.

## Methods of Assessment and Grading

Students’ work will be evaluated and graded based on the following key assessments (with grade weighting) that meet the course learning objectives:

|  |  |
| --- | --- |
| **Key Assessments** | **Weighting** |
| **Online Discussion Boards** (12 Canvas Discussions; ~ weekly)  (Learning Objectives 1, 2, 3, & 5)  Note: During Weeks 3-13, 1-2 students will “facilitate” a discussion board assuming a leadership role. | 25% |
| **Library Leadership Case Study Paper** (Canvas Assignments)  (Learning Objective 1)  Week 3; Case study scenarios; critically analyze and evaluate leadership challenges and apply leadership theories, models, and approaches in practical library contexts | 10% |
| **Group Library Leader Profile** (Diigo technology tool) (Learning Objectives 1, 2 & 5)  Weeks 4 & 5; group collaborative project; locate, research, & analyze information sources about a contemporary library leader using Diigo knowledge management web-based tool)   * Group Library Leader Profile “Diigo” Resources Site * Discussion with Reflection (as part of Week 5) | 15% |
| **Library Leadership Philosophy & Development Plan** (Canvas Assignments)  (Learning Objectives 1, 2, 3, & 4)  Weeks 6-8; individual paper consisting of:   * Leadership self-inventories results * Library Leadership philosophy * Development plan for growth | 20% |
| **Applied Library Leadership Project:** Interview and Observe/Shadow a Library Leader in Local Community  (Learning Objectives 1, 2, 3, 4, & 5)  Weeks 9-15; individual project with local library leader   * Library Leader Proposal…………………………………………………....…...2% * Library Leader Interview and Observation Summary…………..……...........3% * Narrated Presentation…………………………………………………………..22% (<15 minute presentation using Screencast-o-matic tool; synthesis of highlights from Applied Leadership Project & Personal Library Leadership Philosophy with Development Plan) * Online Discussion: Peer-Review Presentations with Reflection……….……3% | 30% |
| **TOTAL** | **100%** |

**Note:** Grading Rubrics for key assignments can be found in the “Course Assessments and Grading Rubrics” page in the Canvas course.

### *Grading Scale for Assignments*

|  |  |
| --- | --- |
| **Letter Grades** | **Numeric Values** |
| A | 100 - 90 |
| B+ | 89.9 – 86 |
| B | 85.9 – 80 |
| C+ | 79.9 – 76 |
| C | 75.9 – 70 |
| F | 69.9 or less |

## Key Assignments – Descriptions

### *Online Discussions (12 Canvas Discussions; 25% of overall grade)*

Students will participate in online Discussions in most units of study throughout the semester in the Canvas course involving responding to instructor-provided questions by posting an *initial posting* (due by **Thursdays,** **11:59 p.m.**) and then replying to *2+ students’ postings* (due by **Sundays,** **11:59 p.m.**) in the discussion. Discussions will be based on readings, instructor’s lectures, media/videos, and/or a follow-up to activities. Students are expected to review course materials and/or complete activities *prior* to participating in an online discussion.

In addition, during Weeks 3-13, student(s) will be assigned to “**facilitate**” a discussion assuming a leadership role and gaining practical experience leading a group activity.

Participation in the online discussion boards will be graded based on the **Discussion Rubric** and grades will be posted to the Canvas Gradebook**.**

### *Library Leadership Case Study Paper (Canvas Assignment; 10% of overall grade)*

In the Library Leadership Case Study assignment during Week 3 in the semester, each student will write/type and submit to the Assignments dropbox a **2-3 page paper** **critically analyzing and evaluating** their selected library leadership case study (see list of case studies below). The assignment will also include **making connections (with in-text citations)** with specific leadership theories, models, and approaches that are relevant and appropriate to the leadership case study that students have learned from the readings, instructor lectures, media, and/or discussions.

This assignment is due in the **Canvas Assignments** dropbox (Word document, double-spaced following **APA format**) by **Sunday, 9/24/17, 11:59 p.m.** The assignment will be graded based on the “**Leadership Case Study Rubric**,” which can be found in the Canvas course, and posted to the Canvas Gradebook.

List of library leadership case studies (select ONE):

* Library Leadership Case Study 1: Creating the Community’s Living Room: A New Vision for Public Libraries  
    
  This leadership scenario will describe a new library leader who created a strong vision for her library that transformed the library and its relationship with the community. In this case study, students will analyze the scenario and evaluate how a transformational leader may inspire others to action using the Transformational Leadership model. (Transformational Leadership Model)
* Library Leadership Case Study 2: Who Do We Hire?

This leadership scenario is one in which a hiring manager for a large academic library is recruiting and hiring entry level, tenure-track librarians who can be groomed for higher-level leadership positions. A high turnover rate for new hires is causing senior management to question hiring practices. In this case study, students will analyze the scenario and evaluate how consideration of a trait approach when hiring can help with employee retention. (Trait Approach)

* Library Leadership Case Study 3: Why Can We All Get Along?

This leadership scenario is one in which a newly hired urban library department manager with many direct reports can best build a team that responds to her leadership style. When trying to involve her staff in becoming a part of the decision-making process and getting them excited about change, the manager is encountering stiff resistance. In this case study, students will analyze the scenario and evaluate how a behavioral leadership approach can be used to turn this situation around. (Behavioral Approach)

* Library Leadership Case Study 4: Listen Up People

This leadership scenario is one in which a department manager is attempting to onboard new employees, re-train long time employees, and improve customer service. This manager leads a large group of people with varying education levels, language proficiency, technology, and customer service skills. In this case study, students will analyze the scenario and evaluate how a situational approach to leadership could address the specific needs of individual employees. (Situational Approach)

* Library Leadership Case Study 5: Finally, a Library Website that Works

This leadership scenario is one in a project team leader is managing a deadline driven library web redesign project. The team she manages has varying skill levels and she is attempting to meet organizational expectations and to bring in the project on time and on budget. Everyone is doing their best to learn while advancing the project. But the team is missing deadlines, can’t make decisions, and individual team members are not taking on individual responsibility. The team leader is frustrated and angry and talks about the failure of his team to others in the organization. Team members are angry and feeling unsupported and the entire project is on the brink of failure. In this case scenario, students will use the skills approach to analyze the situation and make recommendations about changes the team leader could make for the team to succeed. (Skills Approach)

* Library Leadership Case Study 6: You Want to Read What?

This leadership scenario is one in which the school library media specialist in a middle school’s Media Center is dealing with a censorship challenge. A parents’ group recently challenged the librarian about the inclusion of a specific book in the library’s collection and has asked for its removal. The students are upset, the teachers support the librarian, and the Board of Education is on the fence about whether or not to support the parents’ demand. In this case scenario, students will evaluate how the situation has been handled and analyze how an adaptive leadership model could help diffuse the situation. (Adaptive Model)

* Library Leadership Case Study 7: Mentor to All

This leadership scenario is one in which a long-time leader of a state library association, who has served as president and continues to serve in leadership positions and participate in association initiatives, goes out of her way to help new and seasoned librarians. Although there are many other formal and informal leaders in the association, this person is the one that everyone knows and loves. In this case scenario students will evaluate the value of the servant leadership model and analyze what the association has gained from this person’s ongoing leadership. (Servant)

* Library Leadership Case Study 8: Managing Part-Time Student Workers at Campus Locations

This leadership scenario is one in which a public services manager in a large academic library with a main library and campus branch libraries is managing a large, part-time staff of work-study students who answer routine questions at the library’s service desks. The manager doesn’t choose the student workers so there is a wide variety of knowledge and skills among the group. Despite many obstacles, this leader has developed an exceptional work group. In this case scenario, students will analyze and evaluate how a path goal leadership approach affects employee motivation. (Path Goal Approach)

Additional information on assignment requirements, instructions, resources, grading rubric, and submission to the Assignments dropbox can be found in the Canvas course.

### *Group Library Leader Profile (Diigo Technology Tool; 15% of overall grade)*

In the Library Leader Profile assignment during **Weeks 4 & 5** in the semester, students will work in **small groups** (~ 3-4 students/group), to investigate a current respected library leader or expert in the industry who has a strong presence on the Internet and in social media from the list provided by the instructor (see list below).

This assignment will provide students with practical experience in working in collaborative teams, which is part of leadership building – being able to both lead and follow, while contributing to meet the team’s project goals and deadlines.

List of current library leaders and experts in the industry: (each group is to select ONE)

1. Michael Stephens, Asst. Professor, San Jose State University, CA
2. David Lankes, Director, University of South Carolina, School of Library and Info. Science, SC
3. Joyce Valenza, Asst. Professor, School of Communication & Information, Rutgers University, NJ
4. Carla Hayden, Librarian of Congress, Library of Congress, Washington, DC
5. Siobhan Reardon, Executive Director, Free Library of Philadelphia, PA
6. Gina Milsap, Executive Director, Topeka Shawnee Public Library, Kansas
7. John Palfrey, Head of School, Phillips Academy, MA
8. John Blyberg, Associate Director, Darien Public Library, CT
9. Gretchen Caseroti, Executive Director, Meridian Public Library, Idaho
10. Christian Zabriskie, Branch Manager, Will Branch, Yonkers Public Library and founder Urban Libraries Unite, NY
11. James Neal, ALA President-elect, Dean Emeritus Columbia University Libraries, NY
12. Nancy Kranich, SCI and Alexander Library, Rutgers University, NJ
13. Maria Taesil Carpenter, Executive Director, Cambridge Public Library, MA
14. Peter Bromberg, Executive Director, Salt Lake City Public Library, UT
15. Pam Sandlian Smith, Anythink Libraries, Thornton, Colorado
16. Rivkah Sass, Director, Sacramento Public Library, CA
17. Jason Griffey, Consultant, Evenly Distributed, TN
18. Corrine Hill, Director, Chattanooga Public Library, TN
19. Steven Bell, Associate Director, Temple University Library, PA
20. Trevor Dawes, University Librarian, University of Delaware, DE
21. Ann Thornton, University Librarian, Columbia University, NY
22. Susan Hildreth, Professor of Practice, University of Washington, WA
23. Other (library leader must have a strong presence on the Internet and social media and be approved by the instructor)

Using the **Diigo** (<https://www.diigo.com/>) web-based knowledge management tool (free version), each student group will work collaboratively to select **at least 15-20** relevant and reputableresources, assemble links to the resources - articles, blogs, Facebook posts, Twitter, Instagram and other online platforms - that provide information and insights about your selected leader’s leadership style and how he or she is portrayed publicly both by him/herself and others. Student groups will also **annotate** each Diigo resource, providing a brief description with analysis of leadership models/approaches, as well as library core values, attributes, and skills, which exemplify your selected library leader in the specific resource.

Students in each group will create a Diigo account (free version) at <https://www.diigo.com/> and create ONE Diigo page of resources for their selected library leader that each group member can access and add to and edit. When the group’s Diigo “leadership” page is completed, one member from each group will submit the **URL link to their Diigo** “leadership” page to the Canvas **Assignments dropbox** for grading.

This assignment is due in the **Canvas Assignments** dropbox (Diigo URL link) by **Sunday, 10/8/17, 11:59 p.m.** The assignment will be graded based on the “**Group Library Leader Profile Rubric**,” which can be found in the Canvas course, and posted to the Canvas Gradebook.

In the follow-up **online Discussion**, student groups will share what they have learned about their library leader and his/her leadership style, as well as reflect on what advice (if any) the group would give this individual about their public persona and how others perceive them as a result of their online presence, as well as discuss whether leaders need to “manage” their online presence. In addition, students will share their experiences and observations about working in collaborative teams on a project.

Additional information on assignment requirements, instructions, resources, grading rubric, and submission to the Assignments dropbox can be found in the Canvas course.

### *Library Leadership Philosophy & Development Plan (Canvas Assignment; 20%of overall grade)*

In this assignment during **Weeks 6-8** in the semester, students will formulate their own unique library leadership philosophy to adopt in professional endeavors and a development plan for their continued growth as a leader. The library leadership philosophy will be constructed based on a self-assessment of one’s leadership traits, competencies, styles, strengths, areas for future growth, as well as from the leadership models, approaches, and best practices learned from the readings, lectures, media, discussions, and assignments (e.g., Leadership Case Study and Group Library Leader Profile) thus far in the course.

At this point in the course, students have spent time learning about library values along with leadership theories and models and also considered the attributes of effective leaders, and examined library leaders in a variety of contexts.

This assignment is due in the **Canvas Assignments** dropbox (Word document, double-spaced) by **Sunday, 10/29/17, 11:59 p.m.** The assignment will be graded based on the “**Library Leadership Philosophy & Development Plan Rubric**,” which can be found in the Canvas course, and posted to the Canvas Gradebook.

The Library Leadership Philosophy and Development Plan paper will include the following three parts:

* Results from your leadership self-inventories (from the SkillsUSA Leader Self-Assessment Inventory; the Jung Typology Personality Test, Emotional Intelligence Assessment, and the DISC Personality Test – all free inventories).
* Your library leadership philosophy - you will describe your own leadership philosophy – guiding principles, beliefs and values about libraries and librarians – to guide you throughout your career. This will also include a personal leadership mission and vision statements.
* Your development plan for leadership growth.

Students will write a **3-5 page paper** and critically analyze the results from their assessments, including any insights gained about yourself from completing the instruments. How does your leadership style, personality type, and emotional intelligence inform the way you interact with others in the work place, in school, or in life? What, if anything, would you like to change? What do you see as your own leadership challenge? What is your leadership development plan?

Additional information on assignment requirements, instructions, resources, grading rubric, and submission to the Assignments dropbox can be found in the Canvas course.

### *Applied Leadership Project (individual project; 30%of overall grade)*

In this project which spans **Weeks 9-15** in the semester, students will interview and observe/shadow a local library leader in their community in order to gain valuable first-hand experience of library leadership in a public library, K-12 school, or higher education institution setting.

Each student will select a library leader who is willing to spend time with you. This person can be:

* A director or assistant director
* Department manager
* Unit supervisor
* Other position of leadership

The person you select should be willing to devote a **day** to you for an in-depth interview along with the ability to observe/shadow him or her for the day doing job responsibilities in some leadership capacity.

**Note:** If students need assistance in locating a local library leader in NJ, please visit the **LibraryLinkNJ,** the New Jersey Library Cooperative at: <http://librarylinknj.org/MentorNJ/mentors> or phone Kathy Schalk-Greene at 732-752-7720 (toll-free, 1-866-505-5465) or contact the instructor for suggestions.

The Applied Leadership Project is worth **30%**of the overall grade and will be graded based on the “**Applied Leadership Presentation Rubric**” and posted to the Canvas Gradebook.

There are (4) key assignments in this project:

* **Library Leader Proposal: 1-2 page paper** that includes background information on the selected library leader and plans for interviewing and observing him/her on-site. This assignment is worth **2%** of the overall project grade and is due in the Canvas Assignments dropbox by **Sunday, 11/5, 11:59 p.m.**
* **Library Leader Interview and Observation Summary:** After interviewing and observing/shadowing the library leader for a day doing job responsibilities in some leadership capacity, students will write a **3-4 page paper** summarizing the highlights and findings of both the *interview* and also the *observation*. This assignment is worth **3%** of the overall project grade and is due in the Canvas Assignments dropbox by **Sunday, 11/26, 11:59 p.m.**
* **Library Leadership Narrated Presentation:** Students will create and record a **10-15 minute narrated presentation** (using PowerPoint slides or Prezi) and record the presentation using the Screencast-o-matic tool that will be presented to fellow students in the course in a Canvas Discussion. This presentation is a “synthesis” where you will present the highlights from your Library Leadership Philosophy/Development Plan and summarize the findings from the Applied Leadership Project. This assignment is worth **22%** of the overall project grade and is due in the Canvas Assignments dropbox (URL link to Screencast-o-matic presentation) AND the Canvas Discussion (URL link to Screencast-o-matic presentation) by **Sunday, 12/10, 11:59 p.m.**  
  **Screencast-o-matic:** Students will use a free web-based tool – Screencast-o-matic (<http://screencast-o-matic.com/home>) to record their presentation (PowerPoint slides or Prezi). Students can use the free version as long as their recording is less than 15 minutes. Instructions for using Screencast-o-matic with resources can be found in the Canvas course in the Applied Leadership Project section.
* **Discussion – Peer-Review of Presentations:** In this culminating activity, students will have the opportunity to peer-review selected students’ narrated presentations based on instructor-provided questions (or the student peer-review rubric) and reflect on the project experience. This assignment is worth **3%** of the overall project grade and is due in the Canvas Discussion (URL link to Screencast-o-matic presentation) by **Sunday, 12/10, 11:59 p.m.** and the peer-reviews are to be completed by **Sunday, 12/17, 11:59 p.m.**

**Important!** Additional information for the Applied Leadership Project with assignment requirements, instructions, resources, grading Rubrics, etc., can be found in the Canvas course in the Applied Leadership section. Be sure to access the Canvas course to carefully review each of the assignments in their entirety.

## Course Policies

### *Assignments, Late Work, and Written Work Policies*

Unless otherwise noted, all written assignments, discussion boards, and projects are due on or before the time and date listed in the Syllabus/Course Schedule and in the course. Please see the specific assignment rubric to see the impact of submitting work late. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F” on the assignment. **Work (e.g., papers) submitted 72 hours after an assignment is due will receive a zero**. (Discussion postings that are not posted within 24 hours of the due date and time will receive a zero.)

Students are expected to meet the "due dates" on assignments and plan accordingly (e.g., if you will be away for a weekend, and a paper or discussion board postings are due, students are expected to submit work to the Canvas Assignments dropbox or post to the discussion board *before* the due dates). There are no re-submissions of papers or coursework after the initial grading on assignments in this course.

Assignments such as dropbox papers, projects, discussion boards, etc., will typically be graded by the instructor **within a week** of the due dates and posted to the Canvas Gradebook. In addition, the instructor will notify students when grades are posted for assignments through Course Announcements in Canvas.

If you experience a medical or family emergency that prevents you from completing work on time, please inform the instructor as soon as possible to discuss the possibilities. Make-ups and re-submissions will be available only for emergency/extreme circumstances. No late papers will be accepted after 72 hours from the date/time due unless it is an excused circumstance.

The following guidelines are to be followed for all assignments and papers:

* Papers are to be submitted to the **Canvas Assignments** dropbox as a “Word” (\*.doc or \*.docx) document as an **attachment** with the required parts and length of the assignment ON TIME no later than the due date. **Do not email papers to the instructor.**
* All papers submitted to the Dropbox are to have your "Last Name" and the assignment "Title" as part of the **file name** (i.e., muller\_final\_paper.doc - not muller.doc or paper.doc).
* Papers are to include a **Heading** – MI 571 [Course Section] [Semester] [Date] – [First Name, Last Name], [Assignment Title] - AND also be included in the dropbox submission “Title” for identification. For ‘group’ assignments, the group members’ names should also be included in the Paper Heading and the Assignments dropbox.
* Students must always keep second copies of all assignments that are turned in. In the case of a piece of work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy.
* Assignments are to be double-spaced in 12-point type, Times New Roman font, with at least 1” margins on all sides of the paper, with pages numbered.
* Brevity and clarity are highly valued attributes for all reports and assignments.
* Papers are to be free from spelling, grammatical, punctuation, and typographical errors – use spell checker and grammar checker and having someone else do a second read of your work for clarity is recommended.
* **Appropriate use of references and in-text citations should be included in assignments, if required**.
* Bibliographical citations for assignments requiring research are to use the **APA format-6th edition**, as described in the Publication Manual of the American Psychological Association. You can find tutorials and other information on this style at <http://apastyle.org/>. Some examples of the APA format for print and electronic citations are available from the Purdue University Online Writing Lab, (<https://owl.english.purdue.edu/owl/resource/560/01>) and the Cornell University Library (<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html>).

### *Grading Policies*

* **Late submissions -** Please see the specific assignment rubric to see the impact of submitting late. You will receive a **zero for any work submitted 72 hours** after a paper assignment is due (discussion postings must be within 24 hours of the due dates/times). If you experience a medical or family emergency that prevents you from completing work on time, please inform me as soon as possible to discuss the possibilities. Make-ups and re-submissions will be available only for emergency/extreme circumstances.
* **Grade appeals**- Appeals on the grade on any individual item should be submitted in **writing** **via email within one week** of the grading of the assignment, as posted in the Canvas Gradebook. In addition, students will receive notice when grades have been posted for assignments through the weekly Announcements in Canvas. **Appeals received after this time will not be accepted.** Also please see: “Grade Appeals:  An Overview for Students” and policy at: <http://comminfo.rutgers.edu/images/facultystaffresources/gradeappeals-adviceforstudents-2.pdf>).

### *Religious Observances*

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such an absence. Examinations and special required out-of-class activities will ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule and/or submit work ahead of time before a due date.

### *Academic Integrity*

Plagiarism and cheating are not tolerated at the School of Communication and Information and the University, and the consequences of scholastic dishonesty are very serious. If you violate this code, you risk a failing grade on an assignment, in the course, and even possible suspension from the university. Please read the information on the following webpage to become familiar with Rutgers University’s academic integrity policy: http://academicintegrity.rutgers.edu/academic-integrity-policy/

Plagiarism is the act of using others' work and passing it off as one's own. Be sure to treat others' work with respect and give citations in the appropriate manner. See the *Publication Manual of the APA* or the following website for proper citation formats <http://owl.english.purdue.edu/owl/resource/560/01/>

Plagiarism (and/or cheating) may take the following forms:

1. Copying word-for-word from another source without proper citation to credit the source.
2. Paraphrasing the work of another without proper citation to credit the source.
3. Adopting a particularly apt phrase as your own.
4. Using an image or a copy of an image without proper citation to credit the source.
5. Paraphrasing someone else’s line of thinking in the development of a topic as if it were your own without proper citation to credit the source.
6. Fabricating information or citations in your work.
7. Receiving excessive help from a friend or elsewhere, or using another student’s coursework (or someone else’s) as if it were your own.
8. Facilitating academic dishonesty by allowing your own work to be submitted by others.
9. Looking over the exams (tests, quizzes) of others or using electronic equipment such as cell phones during exams.
10. Submitting the same/similar work to satisfy requirements in more than one course without the instructor’s permission.

### *Weather and Other Emergencies*

The university rarely cancels classes for inclement weather. For information regarding class cancellation due to inclement weather, please refer to: <http://www.rutgers.edu/about/operating-status> .

Even if classes are cancelled, students will be able to access Canvas and continue working "online" to do readings, lectures, discussions, activities, assignments, etc. Look for a communication from your instructor advising you what to do in the Canvas course and/or through a course announcement, email, or other communication.

### *Rutgers Network Disruptions*

If there are times during the semester when Rutgers University experiences unexpected network disruptions and you find you are unable to access this course through Rutgers-Canvas (on and/or off campus), there is a "back door" link (**alternative login**) you can use to access Canvas directly through the Canvas/Instructure server and bypass the Rutgers network. The alternative login is: [rutgers.instructure.com/login/saml](http://rutgers.instructure.com/login/saml)

You will use your **Rutgers Net ID and password**. This alternate login will allow you to access Canvas to view course materials, participate in Discussion Boards, and submit assignments to the dropbox. Use a computer or laptop with a hard-wire connection (wi-fi may or may not work). Things may change where access is possible (on and off campus), and then may change again where only the 'back door' will work off-campus during times of network interruptions.

## Resources:

### *RU Learning Centers*

Please be aware that resources are available at Rutgers that can help students study, write, and think about new concepts. Information about the RU Learning Centers can be found through the following website <http://rlc.rutgers.edu/> . Learning Centers are available on the New Brunswick College Ave., Busch, Cook/Douglass, and Livingston campuses.

### *RU Disability Services Office*

Rutgers University welcomes students with disabilities into all of the University's educational programs, and the Rutgers Office of Disability Services offers a wide array of services to students with special needs (see: <https://ods.rutgers.edu/>).

In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form

In addition to contacting the Office of Disability Services, students registered for SC&I courses who are seeking accommodation should contact Kevin Ewell, SC&I Assistant Dean of Student Services, [ewell@rutgers.edu](mailto:ewell@rutgers.edu), who can help students navigate the process and provide further support.

Students who develop disabling medical problems or other issues during the semester that affect their ability to complete coursework are also strongly encouraged to consult Kevin Ewell, SC&I Assistant Dean of Student Services, [ewell@rutgers.edu](mailto:ewell@rutgers.edu).

### *Academic Advisement*

For help with academic advisement within SC&I or with regard to SC&I programs, contact the SC&I Student Services Office in Room 214 of the SC&I Building of call 848-932-7500, ext. 2.

### *Career Services*

*Career Services at SC&I* is a website that provides job and internship listings for all SC&I students and alumni.  You will also find advising sessions to help you with your career decisions on the Events page and a Newsletter filled with links to resources you need.  Connect to the University Career Services website where you can activate your CareerKnight account and begin reviewing materials on resume building, employer information and interview sessions, workshops, resume critiques and career counseling.

Links for Career Services at Rutgers:

* Career Services at SC&I (http://wp.comminfo.rutgers.edu/careers/)
* University Career Services (http://careers.rutgers.edu/)

### *RU Libraries*

The RU libraries also offers scholarly resources from databases, indexes and study guides to assist students with their academic coursework and research, as well as diverse library services and tools available to students. The Library website is located at <http://www.libraries.rutgers.edu> .

If you log in from home (or remotely off-campus elsewhere) to access electronic databases, be sure to type in your RU ID and password, so that you can have access to all of the libraries’ full text articles.

## Student-Wellness Services

*What this is:* The Rutgers University Student Assembly (RUSA) has assembled the following information on student mental health and wellness services at Rutgers and asked that it be included on all course syllabi.

[Counseling, ADAP & Psychiatric Services](http://rhscaps.rutgers.edu/) **(CAPS)** (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[Violence Prevention & Victim Assistance](http://vpva.rutgers.edu/) **(VPVA)** (<http://vpva.rutgers.edu>)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

[Disability Services](https://ods.rutgers.edu/) **(ODS)** (<https://ods.rutgers.edu>)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

[Scarlet Listeners](http://www.scarletlisteners.com/)(<http://www.scarletlisteners.com>)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

[“Just In Case” Web App](http://codu.co/cee05e)(<http://codu.co/cee05e>)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### Additional Assistance

Please let your instructor know if you have any concerns throughout this semester through email (instructor’s email) or in-person during the instructor’s office hours.

You can expect an answer to student emails sent to the instructor's email **within 48 hours, Monday-Sunday,** including Discussion postings that you flag for my attention by putting the word "Professor" as the first word in the title of your posting.

## Instructor Biographical Notes

## Course Schedule for 17:610:571 Transformative Library Leadership

## Fall Semester 2017

This is a tentative schedule subject to change.

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 1 | Tues., 9/5 – Sun., 9/10 | Course Introduction | * Course overview * Syllabus review * Expectations & policies * Canvas orientation * Communication & notifications | **Online:**   * Course Information module * Video: Instructor’s welcome * Video: Course Tour in Canvas * Readings:  1. Rothman, Joshua. “Shut Up and Sit Down: Why the Leadership Industry Rules.” New Yorker Magazine, February 29, 2016. 2. Throughout the semester read the *New York Times* “Corner Office Column”. New postings appear weekly.   <http://www.nytimes.com/column/corner-office>   1. Throughout the semester, follow the **Library of the Future Blog** <http://www.ala.org/transforminglibraries/future/blog>  * Instructor’s Lecture: Let’s Talk Leadership! * **DUE! Discussion:** Introduce Yourself (3 things) and your definition of leadership. Initial post due by **Thurs., 9/7, 11:59 p.m.**.; 2+ replies due by **Sunday, 9/10, 11:59 p.m.** |
| 2 | Mon., 9/11 – Sun., 9/17 | Transformative Library Leadership | * History of leadership * Leadership definitions * Leadership vs. management * James MacGregor Burn’s transformational leadership theory; others who have built on this theory * Transformative leadership in libraries today: the importance of vision and thinking differently about library resources (books, digital content, community, knowledge, learning, and engagement) | **Online:**   * Readings:   (1) Prentice. Chapter 1. Types of Leaders and Leadership.  (2) Prentice. Chapter 2. What Does a Leader Do?   * Video: How Great Leaders Inspire Action by Simon Sinek (TedTalk) <http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action> * Instructor Lecture: Transformative Librarianship * Online activity: Library Leadership Challenge * **DUE! Discussion** **1**: Transformative Librarianship and the leadership challenge – (**instructor-led** discussion board to model how to student leader should “facilitate/lead” discussion); initial post due by **Thursday, 9/14, 11:59 p.m.**; 2+ replies due by **Sun., 9/17, 11:59 p.m.** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 3 | Mon., 9/18 – Sun., 9/24 | Leadership Theories/Models | Additional Key Theories/Models:   * Great man * Trait theory * Behavioral * Contingency * Situational model * Transactional * Flexible model * Adaptive model * Servant model * Path goal   Complexity of leadership in the library setting  Can leadership be taught? | **Online:**   * Readings:  1. Prentice. Chapter 3 – Leadership in Context 2. Prentice. Chapter 4 – Why and How People Assume Leadership Roles  * Video:  1. Ten Leadership Theories in Five Minutes: https://www.youtube.com/watch?v=XKUPDUDOBVo  * Instructor Lecture: Leadership Theories & Models for librarianship * **Introduce Leadership Case Study Paper** * **DUE! Discussion** **2**: Leadership Theories/Models – (**student-led** discussion board): initial post due by **Thursday, 9/21, 11:59 p.m.**; 2+ replies due by **Sunday, 9/24, 11:59 p.m.** * **DUE! Leadership Case Study Paper**, due in Assignments by **Sunday, 9/24, 11:59 p.m.** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |

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| 4 | Mon., 9/25 – Sun., 10/1 | Core Values for Librarianship & Foundational Leaders | ALA policies - core values and ethics   * Intellectual freedom * Diversity * Equity & access * Libraries & the public good * International relations * Library education * Library personnel practices * Services & responsibilities * Research & statistics * Public policy   Library foundational leaders:   * Melvil Dewey: School of Library economy, first library school and the famous classification system * S. R. Ranganathan The Five Laws of Library Science (1931) * William Stetson Merrill: Classification schemes * Mary Lee Bundy: Social Justice * Sanford Berman: Social Justice * Michael Gorman: Eight Central Values of Librarianship * Next Gen Leaders: Michael Stephens, David Lankes, Joyce Valenza, John Palfrey, and others | **Online:**   * Readings:  1. Prentice. Chapter 7: Integrity 2. Review: ALA Policy Manual Section B: Positions and Public Policy Statements http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/policymanual/cd\_10\_2\_Section%20B%20New%20Policy%20Manual-1%20%28final%205-4-2016%20with%20TOC%29.pdf  * Videos: Ethical Leadership, parts 1 & 2   <https://www.youtube.com/watch?v=gg-cbwOeScA>  <https://www.youtube.com/watch?v=7e-v2h2Dy0A>   * Instructor Lecture: Who Do We Admire? Library leaders and Foundational Values * **Introduce Group Library Leader Profile** (Diigo) (Weeks 4 & 5); due by Sunday, 10/8, 11:59 p.m. (groups will be assigned a Library Leader with an Internet/social media presence by the instructor) * **DUE! Discussion** **3**: Library Core Values and Ethical Challenges – (**student-led** discussion board): initial post due by **Thursday, 9/28, 11:59 p.m.**; 2+ replies due by **Sunday, 10/1, 11:59 p.m.** * Work on Group Library Leader Profile (in Diigo) |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 5 | Mon., 10/2 – Sun., 10/8 | Essential Skills & Attributes for 21st Century Library Leaders | Attributes & Skills:   * Strategic and critical thinking * Strategic planning * Problem identification and solutions * A focus on continuous improvement * Awareness of trends, innovations, and new products that will affect libraries and understanding what is best for your library * The ability to manage change * Non-profit business management * Asset management – collections, people, budget, capital, metrics and data analysis * Willingness to admit what you don’t know, learn fast and enlist the support of others who can help * Service oriented * Crisis management * Spontaneity * Empathy * 24/7 commitment * Risk taker | **Online:**   * Readings:  1. Prentice. Chapter 6, Taking Responsibility. 2. Prentice. Chapter 13, Leadership in the Digital Age 3. Schwartz, M. Top Skills for Tomorrow’s Librarians. *Library Journal March 1, 2016* *http://lj.libraryjournal.com/2016/03/careers/top-skills-for-tomorrows-librarians-careers-2016/* 4. Urban Libraries Council: Library Leadership Brief. Library Leaders Owning Leadership. Summer 2012   <http://www.urbanlibraries.org/filebin/pdfs/Leadership_Brief_Final_061112.pdf>   1. ALA/LLAMA Foundational Competencies – White Paper http://www.ala.org/llama/sites/ala.org.llama/files/content/LLAMA%20Foundational%20Competencies%20-%20White%20Paper.pdf  * Instructor Lecture: Almost Everything You Need to Know to Be a Successful Library Leader * **DUE! Discussion** **4**: 21st Century Library Leader Attributes/Skills and selected library leader + Reflection about the group experience – (**student-led** discussion board): initial post due by **Thursday, 10/5, 11:59 p.m.**; 2+ replies due by **Sunday, 10/8, 11:59 p.m.** * **DUE!** **Group Library Leader Profile,** post URL Diigo link in Assignments by **Sunday, 10/8, 11:59 p.m.** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |

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| 6 | Mon., 10/9 – Sun., 10/15 | Leadership Styles & Philosophy | Leadership Styles   * Autocratic * Democratic * Free-reign * Facilitative * Servant * Authentic   Building a leader’s legitimacy through:   * Honest relationships * Passion for purpose * Self-actualized; awareness of strengths, limitations   Formulating a leadership philosophy  Key leadership assessment tools:   * Emotional Intelligence (Daniel Goleman)t * Multiple Intelligences (Howard Gardner) * Myers-Briggs (Jung personality)   Understanding yourself as a leader: self-assessment inventories | **Online:**   * Readings:  1. Benincasa, Robyn (2012) Six leadership styles and when you should use them. Fast Company, May 29, 2012   http://www.fastcompany.com/1838481/6-leadership-styles-and-when-you-should-use-them   1. Rooke, David and Torbert, Willam, R. (2005) Seven Transformations of Leadership. Harvard Business Review, April 2005   https://hbr.org/2005/04/seven-transformations-of-leadership   1. Kruse, Kevin. What is Authentic leadership? Forbes, May 12, 2013   <http://www.forbes.com/sites/kevinkruse/2013/05/12/what-is-authentic-leadership/#4ffe5932ddd2>   1. Bell, Steven. There is No Such Thing as Library Leadership   http://lj.libraryjournal.com/2013/09/opinion/leading-from-the-library/theres-no-such-thing-as-library-leadership-leading-from-the-library/   * Videos: (Select one video)  1. Emotional Intelligence interview with Daniel Goleman   <https://www.youtube.com/watch?v=twJLI2C6R-Y&feature=related>   1. Leadership Styles: <https://www.youtube.com/watch?v=cYA7eMoxUBA> 2. Lynda.com Defining your natural leadership <https://www.lynda.com/Business-Skills-tutorials/Defining-your-natural-leadership-style/160362/182195-4.html> 3. Bill George on Authentic Leadership <https://www.youtube.com/watch?v=r6FdIVZJfzg>  * Instructor Lecture: The importance of having a library leadership philosophy * **Introduce Personal Library Leadership Philosophy & Development Plan Paper** (Weeks 6-8); due by Monday, 10/29, 11:59 p.m. * Leadership inventories results * Library leadership philosophy * Development plan for growth * Leadership inventories * SkillsUSA Leader Self-Assessment Inventory (free; <http://www.skillsusa.org/programs/personal-leadership-inventory/>) * Jung Typology Personality Test (free; <http://www.humanmetrics.com/cgi-win/jtypes2.asp>) * Emotional Intelligence Assessment <http://www.ihhp.com/free-eq-quiz/> * DISC https://discpersonalitytesting.com/free-disc-test/ * **DUE! Discussion** **5**: Leadership Styles & Inventories Results – (**student-led** discussion board): initial post due by **Thursday, 10/12, 11:59 p.m**.; 2+ replies due by **Sunday, 10/15, 11:59 p.m.** * Work on Library Leadership Philosophy & Development Plan Paper: Leadership inventories results. |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 7 | Mon., 10/16 – Sun., 10/22 | Diversity in Leadership | * Leading diverse groups * Gender leadership gap * Cultural/ethnic * LGBT * Age * Overcoming biases * Empowerment | **Online:**   * Readings:  1. Prentice, A. Chapter 5: Gender-Based, Cultural, Ethnic and Other Leadership Approaches. 2. Groysberg, B. and Connelly, K. Great leaders who make the mix work. Harvard Business Review, Sept. 2013 https://hbr.org/2013/09/great-leaders-who-make-the-mix-work 3. Yale School of Management: Yale Insights. What leaders need to understand about diversity http://insights.som.yale.edu/insights/what-do-leaders-need-understand-about-diversity  * Video: Lynda.com: Managing Diversity   https://www.lynda.com/Business-Skills-tutorials/Welcome/384680/454972-4.html?srchtrk=index%3a1%0alinktypeid%3a2%0aq%3aleadership+and+diversity%0apage%3a1%0as%3arelevance%0asa%3atrue%0aproducttypeid%3a2   * Instructor Lecture: The Importance of a Diverse Library Workforce for Diverse Communities * **DUE! Discussion** **6**: Leadership & Diversity – (**student-led** discussion board): initial post due by **Thursday, 10/19, 11:59 p.m.**; 2+ replies due by **Sunday, 10/22, 11:59 p.m.** * Work on Personal Library Leadership Philosophy & Development Plan Paper: Your Leadership Philosophy |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 8 | Mon., 10/23 – Sun., 10/29 | Leadership in Innovation & Decision-Making | * Creating an environment that encourages innovation * Innovative thinking * Decision making approaches | **Online:**   * Readings:  1. Urban Libraries Council: Top Library Innovators 2010-2015. http://www.urbanlibraries.org/top-innovators-publications-pages-197.php 2. Garner, Amy. Libraries in the Exponential Age: Moving from the Edge of Innovation to the Center of Community. The Aspen Institute 2016 http://csreports.aspeninstitute.org/documents/Libraries\_Exponential\_Age.pdf 3. Alcom, S. Five innovations that show that libraries don’t have to die   <http://www.fastcoexist.com/1681678/5-innovations-that-show-libraries-dont-have-to-die>   1. ARUP. Future Libraries   <http://publications.arup.com/publications/f/future_libraries>   * Instructor Lecture: Library Leadership Innovation & Decision Making * **DUE! Discussion** **7**: Leadership in Innovation & Decision-Making – (**student-led** discussion board): initial post due by **Thursday, 10/26, 11:59 p.m**.; 2+ replies due by **Sunday, 10/29, 11:59 p.m.** * **DUE! Personal Library Leadership Philosophy Paper**: leadership inventory results, library leadership philosophy, & development plan. Due in Assignments by **Sunday, 10/29, 11:59 p.m.** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 9 | Mon., 10/30 – Sun., 11/5 | Leadership in Teams, Collaboration, and Project Management | * Leading a team * Leading vs. guiding * Followership * Internal collaboration * Project management * Team building & development * Team communication * Teams at a distance (virtual) | **Online:**   * Readings:  1. Service Team Strategy to Build Library Capacity and Impact at the Portland (ME) Public Library http://www.urbanlibraries.org/service-teams-strategy-to-build-library-capacity-and-impact-innovation-866.php?page\_id=173 2. Lubans, J. (2003) On Managing: Teams in Libraries. Library Administration and Management. http://www.lubans.org/on\_managing/summer03.htm NOTE: I need a better citation  * Video/Podcasts:  1. Coaching Teams Podcast: <http://www.ccl.org/leadership/podcast/CoachingTeams.mp3> 2. Inside the Bossless Office   <http://www.npr.org/sections/alltechconsidered/2013/08/27/207039346/What-Works-And-Doesnt-About-Bossless-Offices>   1. Lynda.com: Leading and Working in Teams  <https://www.lynda.com/Business-Skills-tutorials/difference-between-teams-teaming/175129/359971-4.html>  * Instructor Lecture: Teams in Libraries: Creating an Empowered Workforce, Developing Leaders * **Introduce Applied Leadership Project** (Weeks 9-15) * Library Leader Proposal – due by Sunday, 11/5, 11:59 p.m. * Library Leader Interview/Shadow Summary – due by Sunday, 11/26, 11:59 p.m. * Narrated Presentation (URL link using Screencast –o-matic) – due in Assignments AND Discussion Board by Sunday, 12/10, 11:59 p.m. * **DUE! Discussion** **8**: Teams, collaboration, and PM AND discussion of questions for interviewing the local library leader – (**student-led** discussion board): initial post due by **Thursday, 11/2, 11:59 p.m**.; 2+ replies due by **Sunday, 11/5, 11:59 p.m.** * **DUE! Applied Leadership Project Proposal** due in Assignments by **Sunday, 11/5, 11:59 p.m.** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 10 | Mon., 11/6 – Sun., 11/12 | Community Building: Advancing Your Library Vision | * External collaboration and relationship building * Advocacy, marketing, public relations, and visibility * Fundraising – donor cultivation making the case for support * Becoming a trusted and respected leader in the communities you serve – culture maker, sense maker, community builder * The leadership mystique & an online presence – how much information is too much – managing your image | **Online:**   * Readings:  1. Urban Libraries Council Leadership Brief: Community-Civic Engagement. Fall 2012. http://www.urbanlibraries.org/filebin/pdfs/ULC\_Leadership\_Brief\_II\_Full\_4Pages.pdf 2. Urban Libraries Council. Civic Engagement: Stepping Up to the Civic Engagement Challenge http://www.urbanlibraries.org/filebin/pdfs/ULC\_Civic\_Engagement\_Report.pdf 3. Review: Libraries Transforming Communities: http://www.ala.org/transforminglibraries/libraries-transforming-communities  * Instructor Lecture: Leading with Vision in Your Library * **DUE! Discussion** **9**: Making your library irresistible: Engaging the Community– (**student-led** discussion board): initial post due by **Thursday, 11/9, 11:59 p.m.**; 2+ replies due by **Sunday, 11/12, 11:59 p.m.** * Work on Applied Leadership Project: **Interview Local Library Leader** |
| 11 | Mon., 11/13 – Sun., 11/19 | Effective Communication in Supporting Library Leadership and Change | * Communication (oral & written) * Listening * Asking questions * Setting expectations * Transparency * Respecting points of view | **Online:**   * Readings:  1. Prentice. Chapter 8. Communication: Listening, Respecting.  * Video: Communications: What Could Possibly Go Wrong https://www.youtube.com/watch?v=3FfaPhCKZew * Instructor Lecture: Communication, Listening and Respect: What Every Library Leader Needs to Know * **DUE! Discussion** **10:** Effective communication – (**student-led** discussion board): initial post due by **Thursday, 11/16, 11:59 p.m.**; 2+ replies due by **Sunday, 11/19, 11:59 p.m.** * Work on Applied Leadership Project: **Shadow Local Library Leader** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 12 | Mon., 11/20 – Sun., 11/26  **Note:** Thanksgiving break is Thursday, 11/23-Sunday 11/26 | Library Leadership Challenges | * Technology challenges: early adopters, late adopters * Staying abreast of trends * Surviving during leadership transitions * Shrinking budget * What do you do when you work for a bad leader? * Learning to fail * Informal leadership * Unsupportive stakeholders: boards, administrators, town officials, etc. | **Online:**   * Readings:   1) Hendrix, J. Checking out the future: Perspectives from the Library Community on Information Technology and 21st Century Libraries  http://www.ala.org/offices/sites/ala.org.offices/files/content/oitp/publications/policybriefs/ala\_checking\_out\_the.pdf   1. Prentice. Chapter 10, When Leadership Falters. 2. Prentice, A. Chapter 13, Following the Leader. 3. Kellerman, B. What every leader needs to know about followers. Harvard Business Review, pp.1-9.   https://hbr.org/2007/12/what-every-leader-needs-to-know-about-followers   1. Fife, D. We Talked about Failure <http://lj.libraryjournal.com/2016/08/opinion/backtalk/we-talked-about-failure-backtalk/>  * Video: Learn from Failure – Interview with Amy Edmondson, Professor, Harvard Business School https://hbr.org/2011/04/strategies-for-learning-from-failure * Instructor Lecture: Library Leadership Challenges * **DUE! Discussion** **11:** Library leadership challenges – (**student-led** discussion board): initial post due by **Wednesday, 11/22, 11:59 p.m.**; 2+ replies due by **Sunday, 11/26, 11:59 p.m.** * **DUE! Applied Leadership Project: Library Leader Interview/Shadow Summary** - due in Assignments by **Sunday, 11/26, 11:59 p.m.** |

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| **Week** | **Day/Dates**  **(Mon.-Sun.)** | **Unit Title** | **Topics** | **Activities, and Assignments** |
| 13 | Mon., 11/27 – Sun., 12/3 | Library Leadership for the Next Generation | Next generation:   * Understand the difference between fads, trends and the next best thing * Many ways to work: real time, virtual, independent – what does that mean for leaders and organizations? * Mentoring, coaching, empowerment * Leadership development * Succession planning * Leading in the Digital age * New role of library leaders and librarians * Emerging trends | **Online:**   * Readings:  1. Prentice. Chapter 9, Leadership and Social Networking. 2. Prentice, A. (2013) Chapter 11, Mentoring. (pp. 151-164) 3. Rooks, Dana. Leadership: some personal thoughts. Texas Library Journal, Spring 2011, pp.14-16 4. Crane, D. May I Ask You a Question? Lessons Learned From Interviewing Public Library Leaders. Public Libraries Online   http://publiclibrariesonline.org/2016/01/may-i-ask-you-a-question-lessons-learned-from-interviewing-public-library-leaders/   * Video Podcast: Working Across Generations   http://www.ccl.org/leadership/podcast/10PrinciplesGenerations.mp3   * Instructor Lecture: Next Gen Library Leadership * **DUE! Discussion** **12:** Library leadership for the next generation – (**student-led** discussion board): initial post due by **Thursday, 11/30, 11:59 p.m.**; 2+ replies due by **Sunday, 12/3, 11:59 p.m.** * Work on Applied Leadership Project: Develop Presentation Slides (synthesize highlights from Applied Leadership Project & Personal Library Leadership Philosophy Paper) (presentation due by 12/10) |
| 14 | Mon., 12/4 – Sun., 12/10 | Applied Leadership Projects | Work on Applied Leadership Project | **Online:**   * Work on Applied Leadership Project: Practice & Record Presentation using Screencast-o-matic (<15 mins.) (synthesize highlights from Applied Leadership Project & Personal Library Leadership Philosophy Paper) * **DUE! Applied Leadership Project Presentations** due in **Assignments** by **Sunday, 12/10, 11:59 p.m.** (Submission Type: External Tool – URL link to Screencast-o-matic presentation) * **DUE!** **Applied Leadership Project Presentations** due in **Discussion** by **Sunday, 12/10, 11:59 p.m**. (Initial posting – post your URL link to Screencast-o-matic presentation) |
| 15 | Mon., 12/11 – Sun., 12/17  (Grad. classes end on Wed., 12/20) | Applied Leadership Presentations | Applied Leadership Presentations with Peer-Review, Discussion, & Reflection | **Online:**   * **DUE! Discussion Board: Applied Leadership Presentations with Peer Reviews** – Peer Review **2** students’ presentations (complete Peer-Review Rubric) and reply and attach Peer-Review Rubric with discussion – d**ue by Sunday, 12/17, 11:59 p.m.** * **Complete SIRS Course Evaluations** |