

## Indiana University School of Library & Information Science at Indianapolis Leadership Forum

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### **Leadership Forum:**

S604 Topics in LIS

### **Credits:**

3 credits

### **Course Description:**

The Leadership Forum was originally intended for CTELP (Career Transitions Executive Leadership Program) residents, but has since been opened to all SLIS MLS students. The Leadership Forum engages students in an active and participatory learning experience through which they explore issues related to effective organizational management and leadership, mentorship, and civic engagement.

Through interaction with course readings, case studies, independent and team activities, and group discussion, students analyze and reflect on their own leadership values and goals, and develop strategies for improving their leadership effectiveness and organizational performances.

Course themes include an introduction to principles of and values of leadership (e.g., self-awareness, identity, vision, mindfulness, etc.); decision-making; communicating effectively; working in teams; building commitment and alliances; managing conflict; and leading in diverse environments.

Leadership models presented in this course represent the variety of theoretical approaches to leadership theory including leadership as a trait or behavior, leadership from the information-processing perspective, and leadership from the relational standpoint. These theories represent both qualitative and quantitative methods in many contexts including small groups and large organizations. Individually, these leadership models offer the opportunity to simplify and explore leadership issues from different perspectives. Collectively, these models provide a more sophisticated picture of leadership as a learning and growing process.

Ultimately, our goal is to explore the ways in which leadership theory informs and directs the ways leadership is practiced in libraries and information-based organizations.

### **Course Goals & Objectives**

- Identify, explore and describe historical and contemporary leadership theories and models. Compare and contrast the ways in which individual leadership styles apply within these models.
- Examine, reflect on and discuss the roles of effective leadership in libraries and other information-based organizations and in community organizations.
- Understand, describe, and apply in-context the responsibilities and privileges of leadership including moral and ethical decision-making, and power and authority.

- Reflect on and clarify personal leadership values. Internalize and apply in-practice, effective leadership characteristics such as honesty, integrity, creativity, and initiative.
- Develop and improve skills for professional growth and development: written and oral communication skills critical thinking, problem-solving and active listening.
- Understand and articulate the ways that various constituents might interpret and judge leadership decisions and their outcomes.
- Explore the relationship between mentorship and leadership.
- Communicate (orally and in writing) more effectively as a leader through engagement with course work and classmates.
- Work more effectively in small groups, teams and meetings.
- Manage conflict more effectively by adopting and practicing specific strategies for problem-solving, effective listening and conflict management through class exercises.
- Lead more effectively in diverse environments.
- **Critical Thinking:** Expand established knowledge and skills to promote principled leadership, consider theological, social and philosophical fundamentals that present a sound philosophical base for ethical understanding and behavior. Special attention will be given to ethical issues, theories and skills of effective leadership.
- **Reflective Thinking:** Develop reflection skills for professional growth and development. Through this course you will reflect upon your own leadership values, visions, and ethics and how you might better align these key areas to improve your leadership effectiveness and organizational performance. This residency is intended to guide each student through the complex and often contradictory issues related to ethics and leadership in complex organizations.
- **Active Listening:** Employ active listening skills in the online environment, thinking critically, and reflecting thoughtfully on classmates' comments and perspectives.

**Instructor:**

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Please feel free to contact me at any time to schedule a meeting or to talk via phone.

**Required Texts:**

People Styles at Work: Making Bad Relationships Good and Good Relationships Better

Robert Bolton and Dorothy Grover Bolton  
Chicago: American Management Association  
ISBN-10: (paperback) 0-8144-7723-2  
ISBN-13: (paperback) 978-0-8144-7723-6

Leadership: Theory and Practice

Peter Guy Northouse  
4<sup>th</sup> edition, 2007  
Thousand Oaks, CA: SAGE Publications  
ISBN: (paperback) 141294161X  
ISBN: (paperback) 9781412941617

If you do not already have a copy of this text from other classes, it is highly recommended:

Pocket Guide to Public Speaking & Essential Guide to Interpersonal Communication

Dan O'Hair, Hannah Rubenstein, Rob Stewart, and Mary O. Weimann (Paperback - Jan 11, 2007)

OR THE OLDER EDITION:

A Pocket Guide to Public Speaking

Dan O'Hair, Hannah Rubenstein, and Rob Stewart (Spiral-bound - Dec 30, 2003)  
ISBN: 0-312-40078-0

**Topical Outline:**

Week 1: Wednesday, May 13 - Tuesday, May 19 Introduction to Leadership
Week 2: Wednesday, May 20 - Tuesday, May 26 Leadership Models and Theories; The Ideal Self <u>VS</u> the Real Self
Week 3: Wednesday, May 27 - Tuesday, June 2 Team Dynamics; Leading Complex Organizations
Week 4: Wednesday, June 3 - Tuesday, June 9 Conflict and Leadership; Ethics, Diversity and Gender Issues
Week 5: Wednesday, May 10 - Tuesday, June 16 Influence and Personal-Power Dynamics, Civic Engagement and the Public Trust
Week 6: Wednesday, June 17 - Tuesday, June 23 Mentoring Tomorrow's Leaders

**Graded Activities:**

Assignment	Value		Due Date
Discussion Forum and participation: each student is required to participate in the weekly discussion forums and course activities	30%	(300 pts)	Assessed each week during semester
Job Hunting: Resume and Cover Letters	30%	(300 pts)	Resumes and cover letters submitted in Discussion Forum for peer review: Friday of week 3  Peer reviews of resumes and cover letters: email back to author by Friday of week 4  Final assignment due on Tuesday of week 5 in your Oncourse DROP BOX
Professional Presentation: Conference Paper	20%	(200 pts)	Due on Tuesday of week 2 in your Oncourse DROP BOX
Professional Statement	20%	(200 pts)	Due Tuesday of week 6 in your Oncourse DROP BOX
			<b>1000 total points</b>

Participation (30%): Includes student's engagement in course materials and readings, interaction with class colleagues, and weekly independent and team activities as demonstrated through their participation in the weekly online discussion forums.

Job Hunting: Resume and Cover Letters (30%): Each student identifies one advertised professional positions for which he/she would (*hypothetically*) like to apply. Prepare a professional resume and a position-specific cover letter for the position.

Professional Presentations: Conference Paper (20%): Each resident identifies an advertised professional conference 1) that he/she would like to attend, and 2) at which he/she would like to (*hypothetically*) present a contributed paper presentation or poster. (1 and 2 can be the same conference).

- 1) Prepare a budget estimate of expected costs and a narrative justification (< 500 words) outlining for your Residency mentor and SLIS advisor your plan for engaging in conference activities, and goals / anticipated outcomes for conference participation.
- 2) Using the contributed paper or poster submission requirements outlined by the sponsoring organization, prepare a contributed paper or poster session abstract for submission. Conference abstracts will be shared with class colleagues.

**Professional Statement: (20%)** Write a statement clearly articulating your own professional interests and goals. Think of the professional statement as a way in which you articulate your philosophy of librarianship -- your goals, mission and vision for your own professional life, as well as the goals, mission and vision that you foresee for our field. (< 500 words)

*(Additional assignment details are available in the Oncourse ASSIGNMENTS link.)*

**All assignments and materials are due in your Oncourse Drop-Box on or before MIDNIGHT on the specified date. Assignments that are not put in the proper location will be considered late.** (The DROP-BOX is one of the menu items located on the black menu bar on the far left-hand side of the Oncourse screen.)

### **SLIS Grading Policies:**

See SLIS grading policies (outlined in the *IUPUI Campus Bulletin*, pp. 7 - 8) as follows:

- A (4.0)** Outstanding achievement. Student performance demonstrates full command of the course materials and evidences a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted at SLIS, except in very exceptional cases.
- A (3.7)** Excellent achievement. Student performance demonstrates thorough knowledge of course materials and meets course expectations by completing all requirements in a superior manner.
- B+ (3.3)** Very good work. Student performance demonstrates above-average comprehension of the course materials and meets course expectations on all tasks as defined in the course syllabus.
- B (3.0)** Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.
- B- (2.7)** Marginal work. Student performance demonstrates incomplete understanding of course materials.
- C+ (2.3)** Unsatisfactory work and inadequate understanding of course materials.

### **Attendance / Participation:**

It is expected that students will participate fully in all weekly activities and discussions. Please notify the instructor if you are unable to participate.

### **Special Accommodations:**

Students who require special accommodations must register with Adaptive Education Services and complete all documentation: <http://life.iupui.edu/aes/>, 317-274-3241, TTD/TTY 317-278-2050, Fax 317-274-2051. Please let the instructor know before the second week of classes if you require special accommodations.

### **Technical Requirements & Support:**

Students are responsible for making all necessary provisions for accessing course-related resources in Oncourse < <http://oncourse.iu.edu> >

In order to access licensed information resources from off-campus computers, students may be required to Install IU's VPN client onto your home computer. This allows your computer to access the IUPUI pool of resources by adopting an IUPUI IP address so that IP-restricted resources recognize your computer as an IU-affiliated machine.

Technical assistance is available from the following:

KnowledgeBase Online Q & A: < <http://kb.iu.edu> >  
ITHelpLive: < <https://ithelplive.iu.edu/> >  
Phone support: 317-274-4357, 24 hours a day, 7 days a week  
Email: [ithelp@iu.edu](mailto:ithelp@iu.edu)

### **Academic Integrity & Professional Conduct:**

All IUPUI academic standards and policies are in effect, including standards for computing ethics, plagiarism, academic honesty, and all provisions outlined in the *Code of Student Rights, Responsibilities, and Conduct*: <http://www.dsa.indiana.edu/Code/>, (IU Campus Bulletin, pp. 36 - 38) and the IU *Academic Handbook*: [http://www.dsa.indiana.edu/Code/Part\\_2acad.html](http://www.dsa.indiana.edu/Code/Part_2acad.html)

Our primary goal is to build a learning community where all can develop in an atmosphere of integrity, where honest and imaginative academic work may flourish. As co-participants in this learning community, all participants are expected to treat each other with the utmost respect and to adhere to the highest standards of academic integrity, honesty and fairness. As a student, this expectation includes:

- Preparing for, being present in, and actively participating in all activities and discussions
- Respecting others, the diversity of their experiences and perspectives, and their opinions (even if they differ from your own)
- Being direct and truthful in communication, taking credit only for work that you have done, and fairly giving credit to sources from which you draw ideas and information
- Being accountable to the instructor and class colleagues for your class participation and making a good faith effort to ensure that the class goes well.

### **Communication:**

- Communicate directly, honestly, graciously and politely with all class participants at all times.
- ACTIVE LISTENING is an important skill that should be applied at all times as well.
- Please feel free to talk with Prof. Schilling (by email at [katschil@iupui.edu](mailto:katschil@iupui.edu) or by phone at 317-278-2375) anytime during the semester concerning your progress in class, or about any questions or concerns that you may have. I always prefer to hear about your concerns or difficulties before they become serious problems so we can work together to find a solution with time left in the semester to implement a plan. My goal is that this course be an important and valuable learning experience for you.

### **Additional Course Responsibilities:**

- For all of the assignments, please select and follow an appropriate style sheet or citation manual (MLA, APA, others) consistently, including conventions for citation of research, editing, and so on. Select one style and apply it consistently and accurately.
- The most current copies of the course syllabus, assignments, course materials, and schedules are posted on Oncourse. Any date or schedule changes will be posted in ANNOUNCEMENTS.
- Regularly check the Oncourse ANNOUNCEMENTS for news and updates.
- Make active use of this syllabus, course resources, and course assignments. Read and re-read, ask questions for clarification, and use these as information guides as you work.

## **COURSE SCHEDULE**

**Discussion questions for each week's topic are located in Oncourse FORUMS.  
Readings are located in Oncourse RESOURCES.**

### **Week 1, Wednesday, May 13 - Tuesday, May 19**

#### **Introduction to Leadership**

#### Topics:

Welcome & introductions, Overview of course expectations and online discussions, Oncourse biosketch, teambuilding activities

Defining leadership and recognizing leaders; leadership vs. management, foundations of leadership, leadership practices, fundamental beliefs

#### Readings:

Bolton, Chapter 1

Northouse, Chapter 1

See Oncourse DISCUSSION Forum and RESOURCES for this week's activities!

**Week 2, Wednesday, May 20 - Tuesday, May 26**  
**Leadership Models and Theories; The Ideal Self VS the Real Self**

Topics:

Overview of historic and modern leadership models and theories; Covey's Seven Habits; Trait Approach; Style Approach; Skills Approach; Leadership Trait Questionnaire (LTQ), others

Personal styles; understanding yourself and others; personal and professional competencies; Situation Approach

Readings:

Bolton, Chapter 3 - 7

Northouse, Chapter 2 - 5

See Oncourse DISCUSSION Forum and RESOURCES for this week's activities!

Assignment:

Professional presentation conference paper assignment due by midnight on Tuesday of week 2, in your Oncourse DROP BOX

**Week 3, Wednesday, May 27 - Tuesday, June 2**  
**Team Dynamics; Leading Complex Organizations**

Topics:

Teams vs. groups; characteristics of effective teams; setting and communicating goals; standards of excellence; collaboration, external support and recognition; making meetings work; developing common purpose

Library and information center cultures; organizational dynamics and leadership; intercultural communication; building adaptive cultures; productive and meaningful organizational cultures; organizational decision making

Readings:

Bolton, Chapters 8 - 9

Northouse, Chapter 10, 11, 13

Marsh, D. R., Schroeder, D. G., Dearden, K. A., Sternin, J., & Sternin, M. (13 November, 2004). The power of positive deviance. BMJ 329, 1177-1179.

See Oncourse DISCUSSION Forum and RESOURCES for this week's activities!

Assignment:

Resumes and cover letters submitted to the Discussion Forum for peer review by midnight of Friday of week 3

**Week 4, Wednesday, June 3 - Tuesday, June 9**  
**Conflict and Leadership; Ethics, Diversity and Gender Issues**

Topics:

Conflict resolution styles; creating value from conflict; task conflict vs. relational conflict; problem-solving, conflict resolution and mediation; challenging the status quo; building 'bridges', building commitment and support; Leader-Member Exchange Theory; Transformational Leadership Theory

Centrality of ethics to leadership; ethical leadership traits; personal and organizational codes of ethics; ethics and morality; ethical theories (Servant Leadership and others)

Diversity defined, explained and explored; envisioning and empowering for diversity; diversity in urban, suburban and rural organizations; prejudice, racism, barriers to diversity

Human capital; gender and leadership styles and effectiveness; women leaders and female dominated professions; the Glass Ceiling; gender consciousness

Readings:

Bolton, Chapters 10 - 13

Northouse, Chapter 8 - 9, 12, 14

Is the Revolution Over? Gender, Economic, and Professional Parity in Academic Library Leadership Positions. Deyrup, M. M. College & Research Libraries v. 65 no. 3 (May 2004) p. 242-50.

Gender Bias in Libraries?. Holland, A. Library Journal (1976) v. 132 no. 1 (January 2007) p. 64.

See Oncourse DISCUSSION Forum and RESOURCES for this week's activities!

Assignment:

Peer reviews of resumes and cover letters: email your feedback to author by midnight on Friday of week 4

**Week 5, Wednesday, May 10 - Tuesday, June 16**  
**Influence and Personal-Power Dynamics, Civic Engagement and the Public Trust**

Topics:

Power, coercion, motivation and influencing others; leading without authority; empowering others; fostering action; Contingency Theory Path-Goal Theory

Civic involvement and community leadership; competencies, challenges and rewards; local government and civic organizations; constituents and stakeholders

Readings:

Northouse, Chapters 6 - 7

Six Promising Approaches to Civic Engagement. Abilock, D. CSLA Journal v. 29 no. 1 (Fall 2005) p. 8-11.

Civic engagement in academic libraries: Encouraging active citizenship. Kranich, N., et. al. College & Research Libraries News v. 65 no. 7 (July/August 2004) p. 380-3, 388, 393, 400.

Libraries and Civic Engagement: A Personal Reflection. Haley, B. CSLA Journal v. 29 no. 1 (Fall 2005) p. 29-30.

Creating an Internet policy by civic engagement [at Redwood City Public Library]. Alita, J. American Libraries v. 32 no. 11 (December 2001) p. 48-50.

See Oncourse DISCUSSION Forum and RESOURCES for this week's activities!

Assignment:

Final resume/cover letter assignment due by midnight on Tuesday of week 5 in your Oncourse DROP BOX

**Week 6, Wednesday, June 17 - Tuesday, June 23**  
**Mentoring Tomorrow's Leaders**

Topics:

Mentorship; mentoring relationships; traits, responsibilities, challenges; mentoring for leadership

Readings:

e-Mentoring for Librarians and Libraries. Hilburn, J., et. al. Texas Library Journal v. 83 no. 1 (Spring 2007) p. 28-32.

Mentoring: Leadership as a Subversive Activity. Peterson, J. L. Alki v. 21 no. 3 (December 2005) p. 19-20, 22.

Mentoring Gen X Managers: Tomorrow's Library Leadership is Already Here. Mosley, P. A. Library Administration & Management v. 19 no. 4 (Fall 2005) p. 185-92.

Developing Leadership through Mentoring. Demirhan, A. Florida Libraries v. 48 no. 2 (Fall 2005) p. 15-16.

See Oncourse DISCUSSION Forum and RESOURCES for this week's activities!

Assignment:

Professional statement due by midnight on Tuesday of week 6 in your Oncourse DROP BOX