

ICT 650 (607) – Introduction to Leadership in Information Professions– 3 Credits

“Innovation distinguishes between a leader and a follower.” – Steve Jobs

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Course Description

The primary purpose of this course is to expose students to leadership strategies and challenges in the information professions. Primary attention is placed on: 1) the role of communication in effective leadership; 2) innovation and change in the information professions and the leadership styles available for addressing such changes; 3) ethical frameworks in communication leadership; 3) issues management and organizational planning; and 4) leadership communication strategies for managing conflict and crises.

Prerequisites

Graduate student status in the ICT, LIS, or CJT graduate programs.

Course Goals

- The students will be able to distinguish among various leadership styles and their situational effectiveness.
- Establish an ethical framework through which to assess the ethicality of selected leadership actions.
- Identify the stages of the strategic planning process and assess the practicality for a given mission and vision statement to engage employees in organizational creativity and evolution.
- Describe and apply conflict resolution strategies for moving from conflict to resolution in organizational interactions.
- Describe the issue management process and apply this process to an issue in the information professions.
- Apply the attributes of innovation, innovation changes process, and adoption rates to a current innovation in the information professions.
- Apply the organizational renewal model to an organization in the information profession that is going experiencing and urgent need to recover from losses due to the shifting landscape of information technology.

Required Materials

With the exception of the books listed below, readings will be posted on the course's Blackboard site. The journal articles and chapters included are listed on the weekly schedule. We will also read several chapters from the following books:

Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A communication perspective* (6th ed.). Long Grove, IL: Waveland Press, Inc.

Jaeger, P. T., Gorham, U., Bertot, J. C., & Sarin, L. C. (2014). *Public libraries, public policies, and political processes: Serving and transforming communities in times of economic and political constraint*. Lanham, MD: Rowman & Littlefield.

Rogers, E. M. (2003). *Diffusion of innovations* (5th ed.). New York, NY: Free Press.

Ulmer, R. R., Sellnow, T. L., & Seeger, M.W. (2014). *Effective crisis communication: Moving from crisis to opportunity* (3rd ed.). Thousand Oaks, CA: Sage.

Technology Requirements

Students are required to participate in class activities online in addition to reading materials and quizzes. Students must have access to Blackboard through their UK ID to successfully complete this course. Students will also need access to Google Drive (For instructions on setting up the Google student account, click here.), and access to Adobe Connect which they should already have with their link blue user name and password. Students are not required to have a webcam and microphone, although if you have these things they may come in handy. Click here to view UK's Analytics and Technologies Department's minimum requirements for technology for elearning.

Course Assignments

Assessment of Leadership Style	25	points
Ethical Analysis Paper	50	points
Mission and Vision Example Discussion	50	points
Issue Analysis Discussion	25	points
Innovation and Change Paper	75	points
Renewal Paper	<u>75</u>	<u>points</u>
Total	300	points

Summary Description of Course Assignments

Assessment of Leadership Style

Myriad leadership styles are identified and critiqued in the leadership communication literature. For this assignment, complete one or more of the suggested leadership inventories provided on the syllabus. You may also use a different inventory if you wish.

Once you observe your leadership style, write an assessment that should not exceed two pages, double-spaced. In your assessment, include the following:

- A description of the inventory/inventories you used and the result/s.
- Explain whether or not you believe this/these inventory result/s is/are correct.
- Ask at least two people who have observed you in a leadership role whether or not they believe the result/s is/are correct.
- Explain what you believe is the best description of your leadership style. Then briefly explain what you believe are the strengths and weaknesses of your leadership style.

All leadership assessments will be posted for others in the class to read and to share their reactions.

Ethical Analysis Paper

In class readings and discussions, we will cover a wide variety of considerations for ethical leadership. For this assignment you are asked to write an analysis of an ethical situation, either one you experienced first-hand in the work setting or one about which you can gather sufficient information. Your assessment must refer specifically to readings required in the class to establish your ethical framework for analysis. The paper should not exceed five double-spaced pages. In the paper you should:

- Introduce the ethical challenges of the situation (one page)
- Summarize the ethical framework you will use for your analysis, including a justification for why this framework fits the situation you selected (one page)
- Apply the framework to the case, explaining how the actions observed or reported either meet or fail meet the expectations of the framework (two pages)
- Provide discussion of “lessons learned” from the successes or failures of those involved in the ethical situation (one page)

If you base your analysis on a personal experience, be sure to conceal the identity of the actors and organizations involved. You will be asked to share the highlights of your paper with your classmates.

Mission and Vision Statement Assessment and Discussion

Select an organization in the information professions with which you are familiar. When selecting an organization, keep in mind that your assessment of this organization’s strategic planning will be shared in an online class discussion. Locate the selected organization’s mission and vision statements. In 800-1000 words, offer an assessment of the organization’s mission and vision statements that answers the following questions:

- To what extent do the mission and vision statements appear accurate?
- To what extent do the mission and vision statements account for recent changes in the information communication technology landscape?
- To what extent do the mission and vision statements engage the employees in contributing to the organization’s creativity and evolution?

Post your assessment on the class Blackboard site. Participate in the ensuing discussion board reactions from your classmates regarding your assessment. You are also required to

post at least one response (200 word minimum) to assessments posted by at least two of your classmates.

Issue Analysis and Discussion

Select an issue that has a direct impact on the information profession. In 400-500 words:

- Summarize the issue
- Give a rationale for why you believe it has extreme importance to the information profession.

Post your issue on the class Blackboard site. Participate in the ensuing discussion board reactions from your classmates regarding your issue. You are required to post at least one response (100-200 words) for each of the issue statements posted by your classmates. Ultimately, the class discussion will culminate in a crystallization of the discussion that identifies the five most important issues identified by you and your classmates during the discussion.

Innovation and Change Paper

Select an innovation that is being introduced or was introduced into information technology within the last two years. The innovation may be an advancement of an existing technology. In ten double-spaced pages, use Rogers' innovation and change typologies to:

- Describe the innovation's qualities using Roger's five attributes of innovations (two pages).
- Briefly summarize the communication campaign designed to promote the innovation (one page).
- Describe, to the extent it is known, the adoption rate of the innovation and speculate about the nature of the early adopters and the laggards (two pages).
- Evaluate the innovation and the related campaign to determine its strengths and weaknesses (two pages).

You will be asked to share the highlights of your paper with your classmates.

Renewal paper

Identify an organization related to the information professions that has faced considerable challenges with the shifting landscape of information technology and user preferences. Using the organizational renewal framework, describe how the organization you selected responded to the urgency for change. Specifically, in seven double-spaced pages, apply the organizational renewal framework to determine the extent to which the organization has or has not successfully:

- After providing a paragraph to introduce the situation, provide an assessment of the extent to which the organization's leader or leaders step forward to offer a vision for the future (two pages).
- Explain the extent to which the organization maintained a prospective vision throughout the evolution of the crisis (one page).

- Explain the extent to which the organization identified key lessons learned from the situation (one page).
- Explain the extent to which the organization maintained an ethical focus in responding to the situation (one page).
- In the closing section of your paper, describe the extent to which you believe that, overall, the organization has successfully engaged in a discourse of renewal (two pages).

You will be asked to share the highlights of your paper with your classmates.

Course Grading

Final grades will be assigned according to the following scale: A = 90-100%, B = 82-89%, C = 72-81%,

Final Examination

The final examination for this course will take place online. The specific date is listed on the tentative daily schedule.

Course Policies:

Submission of Assignments

All assignments will be submitted online using the University of Kentucky Blackboard system shell provided for this course.

Attendance Policy:

This class is a community whose success is dependent on everyone's participation. There is a strong correlation between class participation and grades. Therefore, participation is vital for your achievement. Participation statistics will be monitored weekly. One week of no Blackboard activity will result in an absence, unless the lack of participation occurs during a time the university is closed or during an academic holiday or break.

Class discussions of readings and other online activities are an important element of this course. You are expected to check the Blackboard site at least two times a week and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class.

Note: It is *your responsibility* to monitor your attendance.

For online classes, once you have more than two unexcused absences, your final grade in the course will drop by 5% (1/2 letter grade). If you exceed four unexcused absences, your final grade in the course will drop by 10% (one letter grade). After this point, your final grade will continue to drop by 5% for each additional unexcused absence. One absence in online learning is equivalent to one week of no participation or activity in Blackboard.

For any emergency situation that arises, **e-mail your instructor** as soon as you know about the situation.

Excused Absences

Students need to notify the instructor of absences prior to class when possible. Please

refer to the definition of an excused absence in the current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. You will be asked to provide official written documentation for absences.

Excuses for university-sponsored activities must be made *prior* to such absences. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with your instructor and turn in any assignments before you will be absent.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Late Work

Late work will be accepted at the discretion of the instructor. Any late work accepted will receive a 10% deduction for each 24-hour period unless other arrangements have been made with the instructor. Quizzes do not qualify for late submission.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (6.3.1; online at

<http://www.uky.edu/StudentAffairs/Code/part2.html>) states:

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Make sure to cite properly in all your assignments. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability (boilerplate):

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. You will be responsible for checking the online syllabus and schedule for any changes or updates before reading or beginning your work.

E-mail Policy

Please allow 24 hours for me to respond to your e-mail during the school week. On weekends, I will try to answer your e-mails, but I may not be able to do so until Monday.

I ask that before you e-mail me with questions, please read your assignment information and syllabus carefully. If you have not heard from me within 24 hours, please send a follow-up e-mail or speak with me in person.

Office Hours

I will be available to speak with you in my office during office hours. During that time I will also hold virtual office hours through the Adobe Connect application for those of you with questions who cannot make it to my office. This allows us to chat and share links and files. If you cannot make it to the

Military Members and Veterans We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Tentative Course Schedule

<p>Topic</p>	<p style="text-align: center;">MODULE I DEFINING LEADERSHIP</p> <p style="text-align: center;"><i>“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.” – John Quincy Adams</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Chapters 1, 2 & 3 in Hackman & Johnson • Watch Instructor Introduction to Module I (Defining Leadership) • What is your leadership style? Complete one or more of the following inventories: http://psychology.about.com/library/quiz/bl-leadershipquizb.htm • http://www.fastcompany.com/72686/which-type-leader-are-you • http://www.inc.com/magazine/201310/adam-bluestein/what-kind-of-leader-are-you.html • http://www.allthetests.com/quiz25/quiz/1216277834/What-kind-of-leader-are-you • Watch: https://www.youtube.com/watch?v=gtBfGu1s-iw • Watch: https://www.youtube.com/watch?v=Cyen-Do97os • Watch: https://www.youtube.com/watch?v=6SOTBHAcLV4 • Watch: (What is Leadership?) https://www.youtube.com/watch?v=pYKH2uSax8U • Watch: (John Maxwell 5 Levels of Leadership) https://www.youtube.com/watch?v=aPwXeg8ThWI • Watch: (Everyone is a Leader) https://www.youtube.com/watch?v=k_SICMpvQ9k
<p>Assignments</p>	<ul style="list-style-type: none"> • What is your leadership style? Complete one or more of the following inventories: http://psychology.about.com/library/quiz/bl-leadershipquizb.htm • http://www.fastcompany.com/72686/which-type-leader-are-you • http://www.inc.com/magazine/201310/adam-bluestein/what-kind-of-leader-are-you.html • http://www.allthetests.com/quiz25/quiz/1216277834/What-kind-of-leader-are-you • <u>Complete one of these Assessment of Leadership Style inventories and upload it to the Blackboard site by 5:00 pm on Friday September 4, 2015.</u>

<p>Topic</p>	<p style="text-align: center;">MODULE II ETHICAL STANCES IN LEADERSHIP</p> <p style="text-align: center;"><i>“Be faithful in small things because it is in the that your strength lies.” – Mother Teresa</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Chapters 5, 10 & 11 in Hackman & Johnson • Watch Instructor Introduction to Module II (Ethical Stances) • Watch: (Tim Cook, Apple CEO) https://www.youtube.com/watch?v=3ygNKNaMv4c • Watch (Montage of Ethical Failures) https://www.youtube.com/watch?v=OLj29oLHJSM
<p>Assignments</p>	<ul style="list-style-type: none"> • Your ethical analysis is due by 5:00 pm on Friday September 18, 2015.

<p>Topic</p>	<p style="text-align: center;">MODULE III</p>
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	<p style="text-align: center;">LEADERSHIP INSIDE THE ORGANIZATION: STRUCTURES AND STRUCTURATION</p> <p style="text-align: center;"><i>“Be a yardstick of quality. Some people aren’t used to an environment where excellence is expected.” – Steve Jobs</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Chapters 7 & 8, Hackman & Johnson • Watch Instructor Introduction to Module III (Structures & Structuration) • Watch (Lauren Mackler, Conflict Mgt.): https://www.youtube.com/watch?v=HZOVWzKzpNg • Watch (Lollipop moment): https://www.youtube.com/watch?v=JRunpYSYLC0
<p>Assignments</p>	<ul style="list-style-type: none"> • Participate in class discussion of group roles and conflict management. You are required to create at least one posting and respond to at least two postings by classmates. Postings and responses must be at least 200 words (minimum). Your original posting is due by 5:00 pm on Friday September 25, 2015 and your two responses are due by 5:00 pm on Friday October 2, 2015.

<p>Topic</p>	<p style="text-align: center;">MODULE IV</p>
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	<p style="text-align: center;">STRATEGIC PLANNING & CONFLICT</p> <p style="text-align: center;"><i>“A genuine leader is not a searcher for consensus but a molder of consensus.” – Martin Luther King, Jr.</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Chapters 3 & 6 in Hackman & Johnson • Read: Chapters 1, 2, 3, & 4 in Jaeger, Gorham, Bertot, & Sarin • Watch: Instructor Introduction to Module IV (Planning and Conflict) • Watch: (Strategic Planning for Leaders) https://www.youtube.com/watch?v=6c5kI5rJyBo • Watch: (Fly to the Sun) https://www.youtube.com/watch?v=azrUt008Uf0 • Watch: (Writing Mission Statements) https://www.youtube.com/watch?v=XtyCt83JLNY • Watch: (Who moved my cheese?) https://www.youtube.com/watch?v=rBhHt5XqExQ • Watch: (Leadership and Vision) https://www.youtube.com/watch?v=yK_fEX8WNf8
<p>Assignments</p>	<ul style="list-style-type: none"> • Post your Mission and Vision Statement analysis by 5:00 pm October 9, 2015 and responses to at least two classmates by 5:00 pm October 16, 2015.

<p>Topic</p>	<p style="text-align: center;">MODULE V LEADERSHIP OUTSIDE THE ORGANIZATION: ISSUE MANANAGMENT</p> <p style="text-align: center;"><i>“Where there is no vision, there is no hope.” – George Washington Carver</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Chapter 9, Hackman & Johnson • Read: Chapters 5, 6, 7, & 8 in Jaeger, Gorham, Bertot, & Sarin • Watch Instructor Introduction to Module V (Issue Management) • Watch: (Social Media Revolution 2015) https://www.youtube.com/watch?v=XrJfDUzD7M • Watch (President Obama on BuzzFeed) http://www.buzzfeed.com/andrewgauthier/the-president-uses-a-selfie-stick?utm_term=.scknwY7JbX#.oi24QwxEr • Watch (CNN on President Obama’s BuzzFeed appearance) https://www.youtube.com/watch?v=j2ZckZTYgjM
<p>Assignments</p>	<ul style="list-style-type: none"> • Post your Issue Analysis Discussion Entry (400-500 words) by 5:00 pm on October 23, 2015. Post responses to each classmate entry (100-200 words each) by 5:00 pm on October 30, 2015.

<p>Topic</p>	<p style="text-align: center;">MODULE VI LEADING IN TIMES OF INNOVATION AND CHANGE</p>
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	<p style="text-align: center;"><i>“Success is a lousy teacher. It seduces smart people into thinking they can’t lose.” — Bill Gates</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Rogers Text • Watch Instructor Introduction to Module VI (Innovation & Change) • Read: Chapter 4, Hackman & Jonson • Watch: (Steve Jobs) https://www.youtube.com/watch?v=spSCnp4VjXw • Watch: (Bill Gates) https://www.youtube.com/watch?v=f9Tztq3LU-w • Watch: (Revolutionary World Wide Web) https://www.youtube.com/watch?v=IT_005-IGIU •
<p>Assignments</p>	<ul style="list-style-type: none"> • Your Innovation and Change paper is due by 5:00 pm on November 20, 2015.

<p>Topic</p>	<p style="text-align: center;">MODULE VII LEADERSHIP, CRISIS, AND ORGANIZATIONAL RENEWAL</p>
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	<p><i>“Leadership and learning are indispensable to each other.” – John F. Kennedy</i></p>
<p>Read and Watch</p>	<ul style="list-style-type: none"> • Read: Chapter 13, Hackman & Johnson • Read: Ulmer, Sellnow, & Seeger Text • Watch Instructor Introduction to Module VII (Crisis and Renewal) • Watch (Crisis Communication Overview): https://www.youtube.com/watch?v=JxDOAZ3DMkg • Watch (Incorporating Social Media into Your Crisis Communications Plan): https://www.youtube.com/watch?v=mikAzRq5o_8 • Watch (Internal Crisis Communication): https://www.youtube.com/watch?v=WjBOoGpHan0 • Watch (Risk Versus Crisis Communication): https://www.youtube.com/watch?v=OR5iEDqGxa0
<p>Assignments</p>	<ul style="list-style-type: none"> • Your Renewal Paper is due by 5:00 pm on Friday December 4, 2015.

<p>Topic</p>	<p style="text-align: center;">MODULE VIII Final Examination</p> <p style="text-align: center;"><i>“Look at a day when you are supremely satisfied at the end. It's not a day when you</i></p>
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	<p><i>lounge around doing nothing; it's a day you've had everything to do and you've done it.</i>—Margaret Thatcher</p>
Read	<ul style="list-style-type: none">• Read: Study Guide provided by the instructor
Assignment	<ul style="list-style-type: none">• Complete the final examination provided on the blackboard site. The final examination is due by 5:00 on December 11, 2015