SCHOOL OF INFORMATION AND LIBRARY SCIENCE
UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, NORTH CAROLINA

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Syllabus: INLS 890-215W

Leadership: Nature and Nurture (1.5 hours)

Spring 2014 Semester

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COURSE DESCRIPTION

During INLS 890-215W the student will gain insight into the nature of leadership and its organizational impact. A major goal is to begin to understand personal interest, affinity for, and strengths/weaknesses in playing leadership roles for library and information agencies. Another important context is exploring the role of a "follower" in an organization. The class will, at some depth, examine the origins of leadership theory from classic models arising in political and military practice to modern research, revealing how leadership emerges in the larger cultural context.

This course will be taught synchronously over Skype video, with the students meeting at SILS. Professor Lowry will physically join the class at SILS at least twice during the semester, first on March 3. Hence, this hybrid course will be conducted much like a face-to-face seminar rather than an asynchronous online class.

Four guest lecturers will join us for classes, including in order: Dr. Gregory Geoffry (recently retired President of Iowa State University), Maureen Sullivan (well known consultant on organizational development and leadership), Jay Jordan (American business executive who recently retired as the fourth president and executive officer of OCLC), and James Neal (Vice President for Information Services and University Librarian at Columbia University). Biographical information is provided for the class day they will attend. **Note** that the guest lectures will cover themes they provide rather than emphasizing the weekly topic of the class readings.

COURSE STRUCTURE

This course will be built around a program of reading and classroom discussion with external assignments and a test. We will work together from a group of common readings to gain understanding of the theory and application of leadership. Accordingly, each student will have an opportunity to participate directly in class activities; and we will have a regular pattern of structured "feedback" in our discussions.

We will concentrate on mastering the content of the readings and deepening individual understanding. This will require the use of critical reading, analytical writing/thinking,

and class discussion grounded in evidence not assertion. Class members will demonstrate their knowledge and, in the end, earn a grade through discussion, test-taking, and external assignments.

All course requirements are detailed in this syllabus

It is good practice to review the entire syllabus immediately. It is equally productive to re-read an entire section before starting a class assignment. A copy of the syllabus will be distributed in class. The syllabus (and my CV) is on the course Website (http://ils.unc.edu/courses/2014_spring/inls890_215W/) should you need to make another copy at any time.

In addition to reading and class participation, the required activities are as follows:

- Word Journal—one must be submitted for each class and a sample is provided in the appendix of the syllabus (this assignment should not be done in collaboration with anyone)
- "Deep Dive" Essay—submit no later than the April 17th class (this assignment should not be done in collaboration with anyone)
- Self –Awareness Exercise—submit no later than April 18h (Friday) for April 21st class discussion (this assignment should not be done in collaboration with anyone)
- Final exam (the only test)—distributed April 21st class (this assignment should not be done in collaboration with anyone) due May 6th

Each of these required activities are explained in detail below.

Class location, office hours, consultation, and communication

Class will be held in the Manning Hall in Classroom 208. All classes will meet here Monday evening from 6:00 pm to 8:45 pm. I will join you for most sessions via Skype Video as will the four guest lecturers.

Since I am working from offsite, specific office hours are not being scheduled for this class, but you may contact me anytime via email or by phone. I will not use social media as a means of direct communication with you as an individual. I am an inveterate user of email (cblowry@email.unc.edu), and that is the best way to initiate contact me if you have questions/problems/etc. If you wish to talk, we can arrange a time via email for a call. My home phone is 301-262-4948. I am glad to call you if your call requires a toll.

Please send MS Word documents as enclosures/attachments to me. Likewise, I will communicate and send enclosures/attachments to you (in MS Word).

Text and Other Reading Materials

The "Required Reading" lists provided in the calendar below (last section of the syllabus page 9*ff*) give the bibliographic information about each item for the weekly reading. It is important to note that you will not always be required to read chapters and articles in

their entirety. A note on such limitations will appear after each citation to reading. There are several categories of readings in this course described in this section.

There is one "**textbook"** that may be purchased from Amazon for $13.77 plus shipping—Tom Rath, *StrengthsFinder 2.0*, New York: Gallup Press, 2007 (ISBN 978-1-59562-015-6). The textbook gives you access to the StrengthFinders 2.0 Website where you may do the exercise that is required. Be sure to avoid purchase of the *StrengthsFinder 2.0 Summary*, which is only 54 pages long and does not provide access to the *StrengthsFinder 2.0* Website. Read the first 30 pages of *StrengthsFinder 2.0* then take the StrengsFinder test as instructed on page 31. Thirty-four potential themes (strengths) are identified by the test, but you will get only your top strengths. Rath's basic premise is that one should dwell on strengths and ignore weaknesses. Not everyone agrees with this premise, but the balance of the book discusses the themes and provides guidance to help you build on your strengths. We will use this work with *StrengthsFinder 2.0* as key part of the last class, but you should proceed with it in the first week or so of the course and find time to read the sections pertinent to your strengths and browse in the others during the term. Additional guidance on how we will share this work will be provided the week prior to the class discussion.

Class Reading—Book Chapters and Journal Articles

We **will not** use the online reserves supported by the Undergraduate Library during this course. I apologize for this, but being remote I did not have sufficient time and support to get up to speed using Sakai, which is required for the online reserves. Instead, course readings (except the books and a few articles) are available online in PDF format using the URL link provided in this syllabus. These URLs require an Onyen logon. The required book chapter readings (and, incidentally, articles from *The Harvard Business Review*, which maintains a unusually restrictive policies on use of HBR for classroom assignments) are listed each week and are available through the SILS library hardcopy reserves. Again, readings without a URL have been placed on SILS hardcopy reserves. The links have all been updated, but remember that the vagaries of Web locations can mean the links are "broken." Please let me know, so I can let the whole class know if you find a URL is no longer correct.

Reading Practice and Reading Guides—some advice

Careful, thoughtful reading **in advance** of class discussion is essential to your learning, as well as our success in group-learning from discussion. On the other hand, much of the assigned reading is from the scholarly/technical literature, and you need not read it all closely. It is most important to have an understanding of the point of view, essential findings, and conclusions of the author(s), but not necessarily of their methodology, literature review, psychometric measures and models. Sometimes, merely grasping the gestalt is all you are expected to do. All this means "selective not close reading" of everything in a piece. I have mitigated the amount of reading by providing a "**Note on selective reading**" at the end of each citation in the week's assignment, q.v. below. This will make the reading assignments manageable by pointing you to the key ideas advanced by authors.

Collaboration on reading with classmates—discussion of the readings, clarifying understanding, etc.—is perfectly acceptable. We will use the technique of the "Word Journal" to prepare in advance for discussions as you read. The basic requirements of the Word Journal are included below.

I will provide written guidance in advance about the readings to help you focus thinking as you do this work. This will take the form of a "**Reading Guide**" (distributed each week for the subsequent week's class—the first on March 3) that will repeat the bibliography for the week's readings and (more important) raise questions to help emphasize some features of the assigned material that are of importance. These guides are not the "bible" for your reading, just an aid. You will invariably find matters of importance to bring up in class that my Reading Guides do not mention. The Reading Guides will also repeat the reading assignments for the week. Reading Guides clarify the bibliography of weekly readings and may deviate slightly from those provided at the end of this syllabus since I very occasionally find a pertinent reading at the last minute. If there is a difference, I will indicate changes in the Reading Guide for the week. Readings may also include "**Supplemental Reading**" that is not required for the class. These are intended to expand the field of related material but are really intended for future use.

Again reading assignments also are stated in the Syllabus Calendar below and repeated in the weekly Reading Guide. The best advice is to give yourself time to read as far in advance as possible, using those techniques for highlighting/marginalia/etc. with which **you** are most comfortable. This gives you a chance to quickly re-read and review materials before class discussion. **Exploring/discussing the reading assignments with classmates is permissible, indeed encouraged.**

Word Journals (due before each class)

For each class session, **everyone** has the responsibility of preparing a Word Journal and presenting and "defending" it during the class. The purpose of the Word Journal is to hone several related skills. First, it focuses on your ability to read carefully and deeply. Second, it assesses skill and creativity at summarizing what has been read. And third, it assesses your skill at explaining and defending, in just a few more words, the choice of a single summary word. This skill results in an improved ability to write highly condensed abstracts and to "chunk" large amounts of information for more effective long-term memory.

The Word Journal has two parts—a single word that you feel summarizes the text best and a paragraph or two explaining why you chose that particular word to summarize the text. The completed response to the Word Journal is then an abstract or synopsis of the reading text of not more than 250 words (although we do not have to be "religious" about this number). Word Journals should be done using Microsoft Word, single-sided, double-spaced, with at least 12 point font and standard margins. Copy should be "tidy" with consistent format and fully polished syntax grammar and spelling. **As a header for each Word Journal, give your name, the class date and cite the reading(s) being covered by your assignment.** The actual preparation of the Word Journal assignment should be **independent work without collaboration. A sample** of a (real) **Word Journal** is provided in the Appendix at the end of this syllabus.

In a few instances, the reading assignment is diverse enough that picking a single word is problematic. If you wish—pick two! The choice of a specific word(s) is less important than the quality of the explanation for that choice.

As indicated above, the **Word Journal will be shared in class**. Readings marked with an asterisk (*) in the weekly Reading Guide should be used to prepare the Word Journal when you are assigned one for the day's class. A single Word Journal should be completed for all marked readings in any one class-day. **You must bring sufficient copies of your word journal to share with the class**. **Your weekly Word Journal should be emailed to me no later than noon on the day that it is due in class.**

We will use the Word Journal to focus and stimulate our initial discussions. I will call on you randomly to discuss the Word Journal and other members to challenge or support the case being made. I will always assume that you are prepared, and you may be called on even when you do not volunteer. This work will become a significant part of the final grade. Again, the **weekly Reading Guide specifies** (asterisk *) which citations for the week are the subject of the Word Journal for the day's class. Usually two items are identified.

"Deep Dive" Essay (Due April 7)

It is not possible in a seven-week course to really consider a "school" or domain of leadership in depth. Limited as time is, the assigned readings can only be indicative of the weekly topics rather than comprehensive. This exercise is intended to give you a deeper understanding of one area of leadership studies.

The purpose of this exercise is to allow you to pick up one thread in the field and think about it more deeply. The exercise is principally based on the book *The Nature of Leadership* that is among those on reserve in the SILS Library. The first chapter is required reading and provides a snapshot (pp. 15-19) of the chapters 6-15 of the book that cover the major schools and domains of leadership studies. Peruse these chapter snapshots again and select and read one full chapter for this exercise that covers a topic of particularly strong appeal to you.

At the same time, review the library and information science literature to identify articles and books that touch on the theme of the chapter but in the context of a library or other information agency. This does not have to be a comprehensive literature review but is intended to inform you of the extent to which the "school" or dimension of leadership studies in your chapter has had an impact in the information professions. It is advisable to **undertake this work immediately during the first weeks of class**. This will allow time to accomplish the research and writing by the April 7 submission date. Of course, **earlier submission is very welcome**.

The assignment itself is to read closely the first chapter in *The Nature of Leadership*, but it is useful to also browse in the "Supplementary Readings" and "Case Studies" that are provided at the end of some chapters. After completing this reading, look through the "Discussion Questions" at the end of the chapter and answer two of your choosing in depth in an essay not to exceed 10 pages. As part of your paper, include the annotated

bibliography at the end of the paper with the results of your review of the library and information science literature. Like the Word Journals, these should be done using Microsoft Word, single-sided, double-spaced, with at least 12 point font and standard margins. Copy should be "tidy" with consistent format and fully polished syntax grammar and spelling. **This assignment should not be done in collaboration with anyone. Submit this paper via email as an MS Word attachment.**

Last Class (April 21) and Self-Awareness Exercise (due April 14th a week in advance)

The last class day we will turn our attention inward to the personal perspectives on leadership. Everyone imagines, at some point, playing a leadership role—sometimes with a short-term and modest (perhaps immediate) goal, and at other times, with more long-range grandiosity. You might ask yourself, "Should I volunteer for this committee that's being formed to manage the strategic planning process?" Similarly, but more grandly, "How can I shape my career to rise to a senior executive position in [fill in the organization]?"

The last week of class is intended to help you think more deeply about your own ambitions and (more important) explore/reflect on your own strengths to shape your answer to such questions. The StrengthsFinder 2.0 exercise that you have completed over the last several weeks is one component of the class. During the class, we will each report (myself included) on our results and the extent to which they provided us insight about where our leadership strengths lie. Additionally there is a modest amount of additional reading aimed at providing insight about what leaders do that should help in this self-exploration.

In addition to the *StrengthsFinders 2.0* reporting, you will be asked to report on a self-reflection exercise, exploring your own life experiences as they relate to assuming leadership roles. The idea of "knowing oneself" has been around since at least the ancient Greeks," and requires insightful, candid self-exploration. This exercise is intended to make you do a little bit of that. I will provide you a copy of such an exercise that I did a few years ago in the context of a major leadership event (Northern Exposure to Leadership) where I was a mentor. You are not being asked to mimic it but to come up with your own version (and much shorter since mine was a public presentation that went to six pages). Pick a dimension of your life that helps you explain, in your own way your reaction to the world (and vice versa) and expostulate on it in 2-3 pages. Additional guidance about the exercise is provided (page 15-16) below in the description of **Class 7) Monday April 21**. You will be asked to synopsize these during the class. The "self-reflection" exercise should be submitted to me by email in advance, no later than Friday April 18. **This assignment should not be done in collaboration with anyone.**

Class attendance

Attendance is mandatory since each class is too critical to the assessment and grading of your work. No absences will be excused without a written medical statement.

Honor Code

The UNC honor code is a long-standing student-administered judicial system. For information about the UNC honor code and the culture of honor that underwrites all university activities, please see: http://studentconduct.unc.edu/honor-system. The full text of the "Instrument of Student Judicial Governance" is linked to this site.

A few words about the practical dimensions of the code and how I will treat them are warranted. Collaboration is permissible in this class and is encouraged—talking and studying with one another in and out of class about readings, class sessions, and your research. However, it is necessary to say a few words about the issues of ethics and the limits of collaboration. In the modern university setting, group-work is an effective teaching/learning strategy that is exceedingly common and acceptable practice. However, **some assignments are considered individual**. When this is the case, you should not work with classmates on the assignment, rather it should be the sole product of your individual effort. In addition, academic dishonesty is unacceptable because it is unethical in a course of study and will be treated accordingly. Instances of academic dishonesty most frequently involve cheating on an examination, plagiarizing a paper (or worse, commissioning someone else to do one for you), and collaborating when it is prohibited. The sanction for violating these ethical requirements is failure in the course. Throughout this syllabus I have included notes about the limits of collaboration when there are some. When in doubt about the extent to which you may collaborate, just ask.

Basically, the Honor System is in force throughout the course. **This syllabus indicates assignments that you should undertake by yourself.** However, being overly scrupulous is unnecessary. For instance, discussing the weekly readings with classmates is perfectly permissible and encouraged, whereas getting help with your weekly Word Journal is not. Asking a classmate how they interpret the "Deep Dive" Essay assignment is permissible, whereas asking their involvement in selecting a topic, conducting research, and writing is not.

Guest Lecturers—Experienced Leaders

I will be present at all classes. In addition, for four of the classes there will be an invited expert who will join us for about 45 minutes as a "guest lecturer." These individuals will bring specific perspective, knowledge, and experience concerning leadership that is not related to the class topic. When there is a "guest lecturer" for the week, there is a notation in the calendar and a reminder in the weekly Reading Guide, which will include their individual credentials, both of which will state the theme the guest will emphasize. These are opportunities not just to hear from them but also to raise questions with experts who have played national and international leadership roles themselves. Class preparation activities otherwise will not vary when we have a "guest lecturer."

Testing

Final examination—one comprehensive open-book take-home test will be administered as a final at the end of the term. No other tests will be administered. Studying together is encourage; but, to state the obvious, **no part of test-taking may be collaborative**.

This exam must be **submitted by email to me** as a MSWord file. This examination will cover all the material from the course. It will be distributed at the end of the last day of class, **Monday, April 21 and must be returned no later than 7:00pm Tuesday May 6. Please turn the exam in as soon as possible to give me more time for careful grading.**

Like Word Journals, these take-home examinations should be done using Microsoft Word, single-sided, double-spaced, with at least 12 point font and standard margins. Similarly, copy should be "tidy" with consistent format and fully polished syntax grammar and spelling. Examination papers not meeting these requirements will be returned un-graded for revision and will suffer a penalty. Questions may be either/both brief answer/identification (i.e. characterize the significance in the development of leadership theory) and essay (discuss the major consequences of the topic). I will not count the length of these test papers in anyway to determine the grade. In order to keep the "playing field level," all answers will be limited in length. What will count is completeness that exercises the virtue of succinct exposition of knowledge and understanding.

Grading

Grading will be rigorous, and **you must complete all assignments** to receive a final grade higher than "L," even though it is numerically (if remotely) possible to achieve a passing grade and miss an assignment. Grades will be calculated as follows:

Course Component	% of Final Grade	Point Value
Class Attendance & Participation	25%	250 points

This component takes into account participation and Word Journals. You will be allowed one unexcused absence without a penalty. You will have to do a "make up" Word Journal. Otherwise you will be penalized 50 points for missing a Word Journal. For each unexcused absence, 50 points will be lost.

"Deep Dive Essay"	30%	300 points
Final Examination	30%	300 points
Self Awareness Exercise	15%	150 points

Possible total   **100%**   **1000 points**

Computing the final grade

If your total points are between	your final grade will be
955 and 1000	H
800 and 954	P
700 and 799	L
699 or less	F

CALENDAR OF CLASS & READING ASSIGNMENTS

SPRING SEMESTER 2014

- **First INLS 890-215W meeting 3/03/14 (Monday)**
- **No class 3/10/14 Spring Break**
- **"Deep Dive" Essay due 3/31/14 (Monday)**
- **Self-Awareness Exercise due 4/14/14 (Monday)**
- **Last Class 4/21/14 (Monday)—final examination distributed**
- **Final Exams Start 4/28/14 (Monday)—final examination must be turned in via email no later than 7:00pm Tuesday May 6**
- **Last day of Exams 5/06/14 (Tuesday)**
- **Spring Commencement 5/11/14 (Sunday)**

Note on selective reading: readings marked with an asterisk (*) in the weekly Reading Guide should be used to prepare the Word Journal when you are assigned one for the day's class. A single Word Journal should be completed for all marked readings on any one class-day. This calendar is divided topically so that each class day (numbered and dated) falls under some major heading. Finally, the heading "Required Reading" for each day also indicates the approximate number of pages you will have to read based on limits I set for each, e.g. "(75pp.)."

Class 1) Monday, March 3 (Note: there are two topics for this class)

A panel—*Leadership Lessons Learned*—will kickoff the first class. This panel/symposium will last for two hours and provide the chance to learn about the experiences of established leaders in the field. Each speaker will share their most important lessons learned, followed by discussion and questions from the audience. SILS doctoral student Amanda Click will moderate the panel, which will be followed by a reception that will provide a valuable networking opportunity for attendees. The panel will be open to other SILS students.

There will be a brief meeting afterwards of those registered for the class to discuss the course requirements and syllabus.

Class 2) Monday, March 17

Note: you should use the extra time provided by the Spring Break to initiate your work on the "Deep Dive" paper and the *StrengthsFinders 2.0* assignments (q.v. below).

Topic: Transformational/Charismatic Leadership and other Typologies

Guest Lecturer: Dr. Greg Geoffroy will address the topic of organizational culture—what it is, the importance of understanding it regardless of your position in the organization, and how to go about changing it if you are in a leadership role.

Geoffroy is the recently retired President of Iowa State University. He has served as Provost at the University of Maryland and as a dean and department chair at Pennsylvania State University. Dr. Geoffroy has given many leadership seminars at Iowa State.

Weekly Topic abstract: Since James McGregor Burns posited the notion of transformational leadership, it (and the closely allied concept of charismatic leadership first posited by Max Weber) has been a dominant theme of leadership theory and studies. Moreover, it has implicitly been viewed as superior to other forms such as transactional leadership. This weeks readings provide a snapshot of the basic premises of the field of leadership studies with some emphasis on transformational leadership.

Reading (59 pages):

Balkundi, Prasad, et al. "Centrality and Charisma: Comparing How Leader Networks and Attributions Effect Team Performance." *Journal of Applied Psychology* 96, no. 6 (November 2011): 1209-22. (**Note on selective reading:** read closely pages 1209-11, Summary 1214, 1217, and Practical Implications 1218; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery =(balkundi)+AND+(centrality)+AND+(charisma)&type=1&site=bsi-live)

Burns, James MacGregor. "Searching for the X Factor." Chap. 3 in *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic Monthly Press, 2003 (ISBN 0-87113-866-2): 17-29. (**Note on selective reading:** read closely 22-29; available in SILS Library Reserves)

Caldwell, Cam, et al. "Transformative Leadership: Achieving Unparalleled Excellence." *Journal of Business Ethics* 109, no. 2 (August 2012): 175-87. (**Note on selective reading:** read closely 175-80; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery =(caldwell)+AND+(excellence)&type=1&site=bsi-live)

Day, David V., and John Antonakis. "Leadership: Past, Present, and Future." Chap. 1 in *The Nature of Leadership*, 2nd ed. Thousand Oaks, CA: Sage Publications, Inc., 2012 (ISBN 978-1-4129-8020-3): 3-20. (**Note on selective reading:** read closely 3-14; available in SILS Library Reserves)

Supplemental Reading:

Conger, Jay A. "Max Weber's Conceptualization of Charismatic Authority: Its Influence on Organizational Research." *Leadership Quarterly* 4, no. 3 & 4 (1993): 277-88.

Prentice, Ann E. "Gender-Based, Cultural, Ethnic, and Other Leadership Approaches." Chap. 5 in *Leadership for the 21st Century*. Santa Barbara, CA: ABC-CLIO, LLC, 2013 (ISBN 978-1-61069-196-3: 55-74.

Class 3) Monday, March 24

Weekly Topic: Humane Leadership (aka— Participative/Nurturing/Ethical/Servant/Trusted Leadership with EI)

Guest Lecturer: Maureen Sullivan states a theme for discussion prior to the class—Ron Heifetz promotes the practice of adaptive leadership as the most effective approach to managing and leading in challenging times. Adaptive leadership is "the practice of mobilizing people to tackle tough challenges and thrive." It is "a daily opportunity to mobilize the resources of people to thrive in a changing and challenging world." She will introduce the four key strategies for this approach and discuss her ideas about its value and application in libraries.

Sullivan is an organization development consultant whose practice focuses on the delivery of consulting and training services to libraries and other information

organizations. She has more than twenty-five years of experience as a consultant on organization development, strategic planning and leadership development. Her experience includes twelve years as the human resources administrator in the libraries at the University of Maryland (1977-1980) and at Yale University (1983-1991). She has had a long association with the Association of Research Libraries (ARL) and was instrumental in the design and delivery of several of ARL's management training programs.

Weekly Topic abstract: the idea that for an organization to be effective, members other than the leader must play a significant role in pursuing its vision and goals has been characterized as democratic or distributive leadership. Its origins lie in Maslow's theory of the hierarchy of needs (1943) and McGregor's Theory X and Theory Y (1960's). This notion has played a central role in the field of leadership studies for over fifty years. In simplest terms it has been argued that the effective leader must engage subordinates positively to mobilize them to achieve organizational goals. Among its more recent manifestations is the notion of emotional intelligence as a key to this mode of leadership, but it has many different flavors.

Reading (62 pages):

Chang, Dong-Shang and Kuo-Lung Sun. "Exploring the Correspondence Between Total Quality Management and Peter Senge's Discipline of a Learning Organization: A Taiwan Perspective." *Total Quality Management and Business Excellence* 18, no. 7 (September 2007): 807-22. (**Note on selective reading:** read closely 807-11 and Summary & Conclusions 818; full text available at https://auth-lib-unc-edu.libproxy.lib.unc.edu/ezproxy_auth.php?url=http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&AN=26655568&site=ehost-live&scope=site)

Galford, Robert, and Anne Seibold Drapeau. "What is Trusted Leadership?" Chap. 1 in *The Trusted Leader: Bringing Out the Best in Your People and Your Company*. New York, NY: The Free Press, 2002 (ISBN 0-7432-3539-8): 3-19. (**Note on selective reading:** read closely 5-7 and skip or skim company examples and focus on concepts; available in SILS Library Reserves)

Goleman, Daniel. "What Makes A Leader?" In *The Harvard Business Review's 10 Must Reads on Leadership*, Boston, MA: Harvard Business Review Press, 2011 (ISBN 978-1-4221-5797-8), 1–21. (**Note on selective reading:** read closely 1-21; available in SILS Library Reserves).

Sendjaya, Sen and James C. Sarros. "Servant Leadership: Its Origin, Development and Application in Organiazations." *Journal of Leadership & Organizational Studies*, 9, no. 2 (October, 2002): 57-64. (**Note on selective reading:** read closely 57-62; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&AN=31228705&site=bsi-live

Siebens, Herman. "Facilitating Leadership." *EBS Review*, no. 20 (January 1, 2005): 9-28. (**Note on selective reading:** read closely 9-25; full text available at

http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&AN=25515195&site=bsi-live

Toor, Shamus-ur-Rehman and George Ofori. "Ethical Leadership: Examining the Relationships with Full Range Leadership Model, Employee Outcomes and Organizational Culture." *Journal of Business Ethics*, 90, no. 4 (December 2009): 533-47. (**Note on selective reading:** read closely 533-37, skip section on Method, Discussion 542-43; full text available at http://econpapers.repec.org.libproxy.lib.unc.edu/RePEc:kap:jbuset:v:90:y:2009:i:4:p:533-547)

Supplementary Reading:

Caldwell, Raymond. "Leadership and Learning: A Critical Reexamination of Senge's Learning Organization." *System Practice Action Research*, 25 (2012): 39-55.

Galford, Robert, and Anne Seibold Drapeau. "The Tools of Building Personal Trust." Chap. 5 in *The Trusted Leader: Bringing Out the Best in Your People and Your Company*. New York, NY: The Free Press, 2002 (ISBN 0-7432-3539-8): 73-87.

Hirschy, Mary Jo et al. "Servant Leadership, Humane Orientation, and Confucian Doctrine of Jen." *Allied Academies International Conference: Proceedings of the Academy of Strategic Management*, ASM, 11, no. 2 (October 2012): 3-11.

Ortenblad, Anders. "Senge's Many Faces: Problem or Opportunity?" *The Learning Organization*, 14, no. 2 (2007): 108-22.

Yukl, Gary, et al. "An Improved Measure of Ethical Leadership." *Journal of Leadership & Organizational Studies*, 20, no. 1 (February 2013): 38-48.

Class 4) Monday, March 31

Note: Submit "Deep Dive" Essay via email attachment today.

Topic: Narcissistic/Negative/Destructive Leadership

Guest Lecturer: James G. Neal states a perspective on leadership that he will address in this session of the class—"Leadership for me is setting a direction (stop the madness of strategic planning), hiring really great people (recruiting from increasingly diverse backgrounds in the spirit of the feral professional), securing the resources (asking the hard questions and building the support), advancing a professional voice.and just getting out of the way (chaos breeds life)."

Neal is the Vice President for Information Services and University Librarian at Columbia University, providing leadership for university academic computing and a system of twenty-two libraries. Previously, he served as the Dean of University Libraries at Indiana University and Johns Hopkins University, and held administrative positions in the libraries at Penn State, Notre Dame, and the City University of New York. Neal is a member of the OCLC Board of Trustees. He serves on the Council and Executive Board

of the American Library Association, and recently completed a three-year term as ALA Treasurer. He has served on the Board and as President of the Association of Research Libraries. He was selected the 1997 Academic Librarian of the Year by the Association of College and Research Libraries and was the 2007 recipient of ALA's Hugh Atkinson Memorial Award and the 2009 ALA Melvil Dewey Medal Award. And in 2010, he received the honorary Doctor of Laws degree from the University of Alberta.

Weekly Topic abstract: In recent years, a major gap in the literature has gotten fleshed out a bit. The historic perspective of leadership research has been on identifying the qualities of effective leaders and focused basically on the positive dimensions of leadership. It was assumed that leaders who demonstrated other qualities not so endearing—arrogance, excessive self-esteem, etc.—and who employed negative techniques (berating and belittling subordinates, etc.) were not "good" leaders. Unfortunately, ignoring this leadership phenomenon ignored also the painful fact that many leaders demonstrate these characteristics and need to be understood. Moreover, whereas it might be assumed that they were not effective, such is not uniformly the case.

Reading (61 pages):

Aasland, Merethe Schanke, et al. "The Prevalence of Destructive Leadership Behaviour." *British Journal of Management* 21, no. 2 (June 2010): 438-52. (**Note on selective reading:** read closely 438-41; resume at "Discussion" 446-50; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery =(Aasland)+AND+(prevalence)+AND+(destructive)&type=1&site=bsi-live)

Galvin, Benjamin, et al, "Visionary Communication Qualities as Mediators of the Relationship Between Narcissism and Attributions of Leader Charisma." *Personnel Psychology*, 63, no. 3 (Autumn 2010): 509-37. (**Note on selective reading:** read closely509-18; resume w/ "Discussion" 528-33; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery =(benjamin)+AND+(visionary)+AND+(qualities)&type=1&site=bsi-live)

Kakabadse, Andrew and Nada Kakabadse. "How to Spot a Destructive Leader." *Management Services* 57, no. 3 (Autumn 2013): 16-17. (**Note on selective reading:** read closely 17; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery =(nada)+AND+(destructive)+AND+(leader)&type=1&site=bsi-live)

Krasikova, Dina V., et al. "Destructive Leadership: A Theoretical Review, Integration, and Future Research Agenda." *Journal of Management* 39, no. 5 (July 2013): 1308-38. (**Note on selective reading:** read closely 1308-15; "leader characteristics and discretion" sections 1323-24; "implications for organizational practice" 1331-33; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery =(Krasikova)+AND+(destructive)+AND+(leadership)&type=1&site=bsi-live)

Maccoby, Michael. "Narcissistic Leaders: The Incredible Pros, the Inevitable Cons." *Harvard Business Review* 82, no. 1 (January 2004): 92-101. (**FIX—SILS hard copy**)

(**Note on selective reading:** read closely whole article; available in SILS Library Reserves)

Mohr, James M. "Wolf in Sheep's Clothing, Harmful Leadership with a Moral Façade." *Journal of Leadership Studies* 7, no. 1 (Spring 2013): 18-32. (**Note on selective reading:** read closely 18-30; available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&AN=88005321&site=bsi-live)

Class 5) Monday, April 7

Topic: The Role of Followership

Guest Lecturer: Jay Jordan will focus two elements of international leadership—First, what it means to be an effective leader in today's global enterprise? And second, which US notions of leadership travel across borders well...which do not, and why?

Jordan is an American business executive who most recently served as president and executive officer of OCLC, an international computer library network and conglomerate of databases and Web services representing more than 70,000 libraries. He served as president of OCLC from 1998 to his retirement in June 2013. Jordan worked for 3M Company in Europe and U.S. and then joined Information Handling Services, where he worked for 24 years and was president of one of its divisions, IHS Engineering. Jordan was the 4th president of OCLC after Fred Kilgour, Rowland C. W. Brown, and K. Wayne Smith. He continues to serve, on numerous non-profit boards.

Weekly Topic abstract: One of the most important dimensions of the leadership construct was pointed out many years ago by James McGregor Burns—there are no leaders without followers. Research into this flip side of leadership has led to a deepened understanding of the dynamic between the leader and followers. It is clear that this is a reciprocal relationship and followers shape leaders in both oblique and direct ways. Moreover, almost every kind of leader (save perhaps hereditary monarchs) was at some point a follower and was given opportunities to lead first in small ways.

Reading (53 pages):

Gabarro, John J., and John P. Kotter. "Managing Your Boss." *Harvard Business Review* 83, no. 1 (January 2005): 92-99. (**Note on selective reading:** read closely whole article; available in SILS Library Reserves)

Godkin, Lynn and Seth Allcorn. "Organizational Resistance to Destructive Narcissistic Behavior." *Journal of Business Ethics*, 104, no. 4 (December 2011): 559-70. (**Note on selective reading:** read closely 559-68; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery=(Godkin)+AND+(resistance)+AND+(organizational)&type=1&site=bsi-live)

Hollander, Edwin P. "Relating *Leadership* to Active Followership." In *Reflections on Leadership*, edited by Richard A. Couto. Lanham, MD: University Press of America,

Inc., 2007 (ISBN 13: 978-0-7618-3741-1): 57–66. (**Note on selective reading:** read closely 57-64; available in SILS Library Reserves)

Hoyt, Crystal L., George R. Goethals, and Ronald E. Riggio. "Leader–Follower Relations: Group Dynamics and the Role of Leadership." In Goethals, George R., and Georgia L. J. Sorenson, ed. *The Quest for a General Theory of Leadership*. Cheltenham, UK, and Northampton, MA, USA, 2006 (ISBN 13: 978-1-84542-541-8), 96–122. (**Note on selective reading:** read closely 96-118; available in SILS Library Reserves)

Thoroughgood, Christian, et al. "Bad Apples, Bad Barrels, and Broken Followers? An Empirical Examination of Contextual Influences on Followers Perceptions and Reactions to Aversive Leadership." *Journal of Business Ethics* 100, no. 4 (June 2011): 647-72. (**Note on selective reading:** read closely 647-top 653; "discussion" 661-64; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery=(Thoroughgood)+AND+(bad)+AND+(apples)&type=1&site=bsi-live)

Class 6) Monday, April 14

Topic: Nature and nurture—Can Leaders Be Taught & "Unified Field Theory" Informed by International Leadership?

Self-Awareness Essay is due in advance of the April 21 class where it will be used

Weekly Topic abstract: These two topics are closely interrelated. If a "unified" set of traits or constructs emerge that explain effective leadership, then they clearly transcend culture and become part of a repertoire that can be learned. Clearly, the "nature" dimension of individual personality does not point to a single type that is uniformly effective in the leadership role. Indeed, the pervasive efforts to "teach/train" the needed leadership behaviors implies that the commonly held view that they can be "nurtured," but can they be? An essential foundation for effective leadership development programs might be an agreed upon theory. There is none at present and in the social sciences the concept of "theory" as it is used in experimental sciences seems stretched. It may be better to use Kuhn's notion of paradigms and paradigm shifts. While Kuhn applied this in the sciences, it has come to have a far broader application in the social sciences and even humanities. This week's readings and discussion are the most theoretical of any.

Reading (60 pages):

"Paradigm." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Detroit, MI: Gale, Cengage Learning, 2008. 125-27. (**Note on selective reading:** read closely 125-26; full text available at http://go.galegroup.com.libproxy.lib.unc.edu/ps/retrieve.do?inPS=true&prodId=GVRL&userGroupName=unc_main&docId=GALE|CX3045301866&contentSegment=&searchId=R1&tabID=T003&resultListType=RESULT_LIST&currentPosition=2&searchResultsType=.

Day, David V., and John Antonakis. "The Nature of Leadership Development." Chap. 4 in *The Nature of Leadership*, 2nd ed. Thousand Oaks, CA: Sage Publications, Inc., 2012

(ISBN 978-1-4129-8020-3): 108-40. (**Note on selective reading:** read closely 108-30; available in SILS Library Reserves)

House, Robert, et al. "Conclusions, Implications, and Future Research." Chap. 11 in *Strategic Leadership Across Cultures: The GLOBE Study of CEO Leadership Behavior and Effectiveness in 24 Countries*. Thousand Oaks, CA: Sage Publications, Inc., 2014 (ISBN 978-1-4129-9594-8): 321-66. (**Note on selective reading:** read closely pages 321-49; 358-61; and for a snapshot of the relationship between Cultural Dimensions and Leadership Dimensions see Appendix A pages 367-70; available in SILS Library Reserves)

Walker, Mark C. "The Theory and Metatheory of Leadership: The Important but Contested Nature of Theory." In George R. Goethals and Georgia L. J. Sorenson, ed. *The Quest for a General Theory of Leadership*. Cheltenham, UK, and Northampton, MA, USA, 2006 (ISBN 13: 978-1-84542-541-8), 46–73. (**Note on selective reading:** read closely 44-61, 67-70; available in SILS Library Reserves)

Supplementary Reading:

Mason, Florence M.; Wetherbee, Louella V. "Learning to Lead: An Analysis of Current Training Programs for Library Leadership." *Library Trends*, 53, no. 1 (Summer 2004): 187-217.

McDonagh, Eileen l. "Attitude Changes and Paradigm Shifts: Social Psychological Foundations of Kuhnian Thesis." *Social Studies of Science*, 6 (1976): 51-42.

Polsby Nelson W. "Social Science and Scientific Change: A note on Thomas S. Kuhn's Contribution." *Annual Review of Political Science* 1 (1998): 199-210.

Class 7) Monday April 21: "What do Leaders Actually Do?" and Self Awareness

Note: Final exam will be distributed after class.

Weekly Topic abstract: One of the goals of this class is to gauge the understanding of the leadership role in a personal context in order to help you reflect on and gauge your own inclination toward assuming leadership opportunities as they arise. As we have seen in earlier classes, these roles occur at many levels in an organization, besides the top where the role is a continuous job. It is important to understand that leadership is a vital function throughout all levels within an organization, not just at the top and that it is not all "glamor." This last class provides you two opportunities to assess your own "propensity" to lead. You have been working on the *StrengthsFinders 2.0* exercise for the last two months. It is worth noting that there are many tools intended to give one personal insight based on the application of a common instrument—for instance, the Myers-Briggs Type Indicator (based on the theory of Carl Jung) and the FIRO-B (Fundamental Interpersonal Relations Orientation) instrument. We are using but one for the class, but using such instruments over time can give a richer, more nuanced, and deeper self-understanding. The other equally important tool is your own self-awareness. As described above (page 5-6), the purpose of this exercise is to make you look inward and think a bit about your own personality, motives, desires, abilities—and above all—

how you interact with colleagues and the world. This can be hard to do since it involves objectivity that can be self-critical. It is a good habit to do this with some frequency and not just when you make your New Year's resolutions.

Reading (pages):

Drucker, Peter F. "What Makes an Effective Executive?" In *The Harvard Business Review's 10 Must Reads on Leadership*, Boston, MA: Harvard Business Review Press, 2011 (ISBN 978-1-4221-5797-8), 23–36. (**Note on selective reading:** read closely the entire article; available in SILS Library Reserves)

George, Bill, et al. "Discovering Your Authentic Leadership." In *The Harvard Business Review's 10 Must Reads on Leadership*, Boston, MA: Harvard Business Review Press, 2011 (ISBN 978-1-4221-5797-8), 163–177. (**Note on selective reading:** read closely the entire article; available in SILS Library Reserves)

Gutek, Glenn. "For Effective Leadership Understand Your Style." *Supervision* 73, no. 1 (January 2012): 14-15. (**Note on selective reading:** read closely the entire article; full text available at http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=bth&bquery=(gutek)+AND+(effective)+AND+(understand)&type=1&site=bsi-live)

Kotter, John P. 1990. "What Leaders Really Do." In *The Harvard Business Review's 10 Must Reads on Leadership*, Boston, MA: Harvard Business Review Press, 2011 (ISBN 978-1-4221-5797-8), 37-55. (**Note on selective reading:** read closely 37-41; 52-55; available in SILS Library Reserves)

Prentice, Ann E. "Taking Responsibility." Chap. 6 in *Leadership for the 21st Century*. Santa Barbara, CA: ABC-CLIO, LLC, 2013 (ISBN 978-1-61069-196-3): 75-90. (**Note on selective reading:** read closely 75-76; 79-90; available in SILS Library Reserves)

Rath, Tom. *StrengthsFinder 2.0*. New York: Gallup Press, 2007 (ISBN 978-1-59562-015-6). (**Note on selective reading:** the first section of this text should have been read early in the term. See the section on textbook above).

Supplementary Reading:

Crosby, Philip B. "What is Leadership?" Introduction in *The Absolutes of Leadership*. San Diego, CA: Pfeiffer & Co., 1996 (ISBN 0-89384-276-1), 1-8.

Crosby, Philip B. "The Leadership Personality" Chapter 1 in *The Absolutes of Leadership*. San Diego, CA: Pfeiffer & Co., 1996 (ISBN 0-89384-276-1), 9-25.

George, Bill. "Leadership is Authenticity, Not Style." Chap. 1 in *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. San Francisco, CA: Jossey-Bass, 2003 (ISBN 0-7879-6913-3):11-25.

Kakabadse, Andrew and Nada Kakabadse. "How to mitigate the impact of visceral behaviors, A fine line between passionate or immature, stubborn, weak and unpredictable leaders." *Strategic Direction* 29, no. 3 (2013): 30-32.

Appendix

Jane Doe

LBSC 734 Academic Libraries/Librarianship Seminar

December 5, 2005

Crawford, Walt and Michael Gorman. *Future Libraries: Dreams, Madness, and Reality.* Chicago, Illinois: American Library Association, 1995, Chapter 3, 36-52 and Chapter 11, 165-77.

Lowry, Charles B. "Management Issues in the 'Informated' Library." book chapter in Gary M. Pitkin (ed.), *Information Management and Organizational Change in Higher Education: Impact on Libraries*, Meckler, 1993: 100-31.

Adaptation

The Lowry article shows how the emergence of new technologies have affected the people that work in libraries. Many people felt that the technology helped to better connect them to other employees and departments. This new freedom for communication meant that the employees became more informed of the operations of the library. Technology also changed the nature of many people's jobs. Because of this change, the staff and management had to work to adapt to their new environment. In this case, they were able to adapt by adopting a more team-based approach and flattening the management structure.

Crawford and Gorman make some strong points regarding new technologies. They discuss the crazes of "technojunkies" and how they mistakenly buy every new device that comes along. They point out that most new technologies fail, and the devices that are successful do not necessarily replace the old devices. They use the example of how radio news did not replace newspapers, and television did not replace either of those two. In the same way they believe that electronic information will not replace printed books, but it will complement printed materials. Electronic information may change the publishing environment, but we will adapt to new technologies and find a way to have the new complement the old.