

1. General Information

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 3/1/2016

1b. Department/Division: School of Information Science

1c. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: (859) 257-3317

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: ICT 650

2c. Full Title: Introduction to Leadership in Information Professions

2d. Transcript Title: Intro to Leadership in Info Professions

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

RECEIVED

MAR 31 2016

OFFICE OF THE
SENATE COUNCIL

2j. Course Description for Bulletin: 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.

2k. Prerequisites, if any: Graduate student status in the ICT, LIS, or CJT graduate programs.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 10-15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JTHU222|Jeffrey T Huber|ICT 650 NEW Dept Review|20160212

SIGNATURE|MSBEAC2|Megan B Sizemore|ICT 650 NEW College Review|20160302

SIGNATURE|ZNNIKO0|Roshan N Nikou|ICT 650 NEW Graduate Council Review|20160331

New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate R

Attachments:

[Browse...](#)

Upload File

	ID	Attachment
Delete	6245	Syllabus Leadership 607 FINAL 0.docx

First 1 Last

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Submission Date:
- b. * Department/Division:
- c.
- * Contact Person Name: Email: Phone:
- * Responsible Faculty ID (if different from Contact) Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year¹
- e.
- Should this course be a UK Core Course? Yes No
- If YES, check the areas that apply:
- Inquiry - Arts & Creativity Composition & Communications - II
- Inquiry - Humanities Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
- Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
- Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes¹ No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.
- | | | | |
|--|--|---------------------------------|---------------------------------|
| <input type="text" value="3"/> Lecture | <input type="text"/> Laboratory ¹ | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical | <input type="text"/> Colloquium | <input type="text"/> Practicum |
| <input type="text"/> Research | <input type="text"/> Residency | <input type="text"/> Seminar | <input type="text"/> Studio |
| <input type="text"/> Other | If Other, Please explain: <input type="text"/> | | |
- g. * Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

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.

k. Prerequisites, if any:

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

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 10-15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement ²for ANY program? Yes No

If YES ², list affected programs::

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if apply 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
² The chair of the cross-listing department must sign off on the Signature Routing Log.

- In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- In order to change a program, a program change form must also be submitted.

Rev 8/09

ICT 650 – Introduction to Leadership in Information Professions– 3 Credits

Instructor: TBD
Office Address: TBD
E-mail: TBD
Office Phone: TBD
Office Hours: TBD; or by appt.

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 Canvas 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 must have access to Canvas through their UK ID to successfully complete this course. Go to UK's Analytics and Technologies Department for minimum requirements for technology for students: <http://www.uky.edu/ukat/hardwareguide>

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 Canvas 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 Canvas 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

90-100% = A

80 - 89% = B

70 - 79% = C

Below 70%= E

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 Canvas 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.

Class discussions of readings and other activities are an important element of this course. You are expected 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 any emergency situation that arises, **e-mail your instructor** as soon as you know about the situation.

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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.

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. Two weeks prior to the absence is reasonable, but should not be given any later. Information

Leadership in Information Professions
regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences (boilerplate)

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 when feasible and in no case more than one week after the absence.

Academic Integrity (boilerplate)

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.

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/>.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

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>MODULE I DEFINING LEADERSHIP</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 Canvas site by 5:00 pm on Friday September 4, 2015.</u>

Topic	MODULE II ETHICAL STANCES IN LEADERSHIP
Read and Watch	<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
Assignments	<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 LEADERSHIP INSIDE THE ORGANIZATION: STRUCTURES AND STRUCTURATION</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 STRATEGIC PLANNING & CONFLICT</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.

Topic	<p style="text-align: center;">MODULE V LEADERSHIP OUTSIDE THE ORGANIZATION: ISSUE MANANAGEMENT</p>
<p style="text-align: center;">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=jZckZTYgjM
<p style="text-align: center;">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>
<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_0O5-lGIU •
<p>Assignments</p>	<ul style="list-style-type: none"> • Your Innovation and Change paper is due by 5:00 pm on November 20, 2015.

Topic	<p style="text-align: center;">MODULE VII LEADERSHIP, CRISIS, AND ORGANIZATIONAL RENEWAL</p>
<p style="text-align: center;">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.

Leadership in Information Professions

Topic	MODULE VIII Final Examination
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 Canvas site. The final examination is due by 5:00 on December 11, 2015