

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Library and Information Studies**

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**MLIS 7260  
Leadership in Libraries & Information Centers  
Three Semester Hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**ALA's Core Competences of Librarianship**

**(extracted from ALA's Core Competences of Librarianship 2009, available from <http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>)**

1. Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. Information Resources: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. Organization of Recorded Knowledge and Information: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. Technological Knowledge and Skills: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.
5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

### **MLIS Program Objectives (PO)**

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*
- PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

### **INSTRUCTOR**

Name: M. Jewel Eller Suddeth, MBA, MLIS

Office Number: Online

Telephone Number: 706-490-7255

Email Address: mjeller@valdosta.edu

Office Hours: Phone or Chat by appointment

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

## **COURSE DESCRIPTION**

**Prerequisite or co-requisite: MLIS 7200 or consent of the instructor.** An introduction to leadership theory, principles, and practices. The course provides an overview of the relationship between leadership theory and the effective practice of leadership as well as an understanding of the competencies required of effective leaders in today's libraries and information organizations.

## **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Hernon, Peter, Powell, Ronald R., and Young, Arthur P.( 2003). *The Next Library Leadership: Attributes of Academic and Public Library Directors*. Westport: Libraries Unlimited. ISBN: 1563089920

Please familiarize yourself with the MLIS policy that prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>

### **Required:**

Machiavelli, Niccolo.(2003). *The Prince*. Translated by George Bull. Introduction by Anthony Grafton. New York: Penguin. Originally published in 1513. ISBN: 0140449159

*(This book may be borrowed from your library; it is a one-time read and will not be needed throughout the semester.)*

### **Additional Reading (Required):**

Using online sources or books available through libraries, study the Myers-Briggs Type Indicator and perform a self-assessment. This information will be used to answer questions on your final exam.

An excellent book for this assignment is available through Georgia PINES libraries and many other public libraries:

Keirse, David and Bates, Marilyn. (1984). *Please Understand Me Character & Temperament Types*. Del Mar: Prometheus Nemesis Book Company.  
ISBN: 0-9606954-0-0

*There are multiple printings of this book, as well other titles on the MBPTI. You may use a title of your choice. Numerous websites provide the self-assessment test without charge.*

## **COURSE OBJECTIVES (with alignment to MLIS Program Objectives)**

Upon completion of this course, the student will be able to:

SLO 1. Discuss the theoretical concepts and principles of leadership

SLO 2. Discuss the evolution of leadership styles

SLO 3. Discuss the role and importance of leadership development

SLO 4. Discuss the practical side of leadership skills in library and information centers

*(ALA Core Competence 7, 8, MLIS 1,4)*

SLO 5. Discuss competencies of effective leadership in library and information centers  
(ALA Core Competence 7, 8, MLIS 1,4)

SLO 6. Discuss key research on leadership  
(ALA Core Competence 6, MLIS 3,)

SLO 7. Incorporate knowledge of leadership ethics  
(ALA Core Competence 4,7, MLIS 1,4)

SLO 8. Use relevant documentation and citation tools.  
(ALA Core Competence 4, MLIS 3)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**Readings Essay:** Select three (3) readings from the list in this syllabus and three (3) additional articles from professional journals and educational websites (6 total articles). Write a three-to-five (3-5) page essay to evaluate the leadership themes found in your selected articles. Compare and contrast the leadership styles, character traits, and other elements of leadership that might enhance or hinder leaders in libraries and information centers. *Full instructions for this assignment will be found in the Assignments document in the Course Content folder.*

**The Prince Critique:** Analyze the principles of *Machiavellian* leadership. Write a brief critique about the leadership style using your text and other sources used in this course. *Full instructions for this assignment will be found in the Assignments document in the Course Content folder.*

### **Discussion Board:**

Discussion questions from your readings will be posted during the semester. *Further details for Discussion Board participation will be found in the Assignments document in the Course Content folder.* Other posts involving interacting with the instructor and your classmates will be announced.

### **The Myers Briggs Type Indicator Self Assessment:**

Using online sources or books available through your library, study the Myers-Briggs Type Indicator and perform a self-assessment. This information will be used to answer questions on your final exam.

**Final Exam:** The final exam will be 2-3 short essay questions.

## **COURSE EVALUATION:**

Discussion Board	35 Points
Readings Essay	30 Points
<i>The Prince</i> Critique	10 Points
Final Exam	25 Points

Students can earn a maximum of 100 points in this course as indicated above.

### **Grading Scale:**

Course grades will be awarded as follows:

A: 90 – 100 points	<b>A</b> Always satisfactory, often excellent
B: 80 – 89 points	<b>B</b> Mostly satisfactory, occasionally excellent
C: 70 – 79 points	<b>C</b> Sometimes satisfactory, often needs revisions
D: 60 – 69 points	<b>D</b> Rarely satisfactory, often perfunctory, late or missing
F: fewer than 60 points	<b>F</b> Lacking even an attempt to learn or do, dishonesty, plagiarism

**NO grade below a C will be credited toward a VSU graduate degree.** To be eligible to receive an A in the course a student must complete every assignment.

*An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citation. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.*

### **Course Evaluation**

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy. See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

### **Communication**

A course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. You are expected to read the Faculty Office discussion board regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please contact us during office hours.

### **Submitting written assignments**

All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word formats (.doc or .docx suffixes only). All written work file names should begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC\_tour.docx The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://ww2.valdosta.edu/helpdesk/index.shtml> Their telephone hotline is 229-245-4357.

### **Late Policy**

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

A grace period of 24 hours is offered without penalty on assignments (this does not include discussion boards – due to the interactive nature of these, each module's discussion posts must be completed according to the course schedule). After 24 hours 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Friday unless otherwise identified). If you need additional time to work on an assignment or if you have a scheduling conflict you must contact your instructor BEFORE the assignment is due to discuss your situation. The instructor WILL NOT accept work after the assignment submission window closes without prior consent.

## **ATTENDANCE POLICY**

This is a web-based course, with no required face-to-face meetings. Synchronous online chat sessions may be scheduled in consultation with the students.

## **PROFESSIONALISM**

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION:**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.