LIS4480: IT Leadership
Summer 2013
Wednesdays from 2:00 p.m. to 5:00 p.m.
LSB 258

MODE OF INSTRUCTION: Face-to-face

INSTRUCTOR: Prof. Ebrahim Randeree
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OFFICE: LSB 110
OFFICE HOURS: Tue 12-2:00pm, Wed 10-11:30am, and by appt
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COURSE DESCRIPTION:
This course focuses on leadership, group communication, project planning, strategy, and individual development, with a focus on Information Technology and its uses. Students participating in this class actively design, implement, and coordinate numerous ongoing projects that build a strong team atmosphere and allow students to gain valuable leadership, communication, and organizational skills within the context of contemporary IT organizations.

WHAT WILL YOU LEARN:
Students participating in this class will actively design, implement, and manage numerous ongoing projects that focus on exposing, engaging, and recruiting women and minorities to the IT/computing field. These projects also build a strong team atmosphere and allow students to gain valuable leadership, management, and organizational skills. Students will address specific issues relating to leadership, management, and motivation within the context of contemporary IT organizations. Students will be actively involved in mentoring other students and will serve as role models for their peers. Together, students will learn and share ideas about leadership in order to develop both a personalized theory of leadership and a leadership action plan for the future. This class gives us an opportunity to explore what leadership means, what it requires, and how it is done.

PREREQUISITES:
None.

COURSE OBJECTIVES:

Upon the completion of this course, the student will be able to:
- Discuss various concepts, theories, and principles of leadership, communication, and motivation, including their own.
- Discuss challenges, concerns, and opportunities (related to creating and leading effective teams, to coordinate and leading creativity and innovation, and to lead change and transition) in contemporary IT organizations.
- Discuss ethical issues related to leadership.
- Identify and implement activities that promote diversity in computing, and collaborate on efforts to increase diversity in IT/computing professions.
- Prepare and lead class discussions that focus on IT leadership, team dynamics, and group communication.
- Create a Personal Leadership Action Plan that includes the student's own theory of leadership, a self-assessment, and her/his personal and professional career goals.
- Analyze the leader's role in the team-oriented environment; critique strategies for building, maintaining, and evaluating teams; and identify methods for assessing team performance.
- Evaluate techniques for creating effective team dynamics.

REQUIRED READINGS:

Required Readings/Textbooks:
We will use Web-based resources and handouts distributed in class. You are responsible for obtaining materials distributed in class if you are unable to attend.

Course Web Site:
A course Web site is available on Blackboard that provides access to all of the information, Web links, and helpful tips that are required for successful completion of this course. These may include lecture materials or references to other required readings. Suggested readings and resources will also be posted on Blackboard. You are responsible for checking the course Web site **frequently** to review postings, announcements, and new material. In addition, a wiki will be used for part of this class.

COURSE ASSIGNMENTS:

NOTE: Dates and times will be provided for assignments to be turned in. Late assignments will be penalized accordingly, with **10% deducted for each 24 hour period**. There will be NO exceptions (accommodations will be made for excused absences). YOU must verify that your assignment has been received. There will be no make-ups for assignments. With regard to exams, no make-ups will be given without written justification and notification.

PROJECTS: (3) 35%
Students will be required to participate as a leader in at least one project (and participate in at least three total projects). These projects will be discussed in the first and second week of class.

WRITTEN ASSIGNMENTS: (6) 30%
Students will answer assignment questions based on slides presented and readings from class. Each assignment is worth 5% of total grade. There will be five (5) assignments and one (1) Action plan.

QUIZZES: (5-10) 10%
There will be 5-10 short unannounced quizzes, counting for a total of 10% toward your final grade.

WIKI ACTIVITIES: 25%
There will be posted wiki assignments for you to complete for a total of 25% toward your final grade.

GRADE CALCULATIONS:
- PROJECTS: (3) 35%
- WRITTEN ASSIGNMENTS: (6) 30%
- QUIZZES: (5-10) 10%
- WIKI ACTIVITIES: 25%

GRADING SCALE:
The course will use the standard grading scale for courses taught in Information Studies:

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-	77-79 C+
73-76 C	70-72 C-	67-69 D+	63-66 D	60-62 D-	0-59 F

TEACHING PHILOSOPHY: STREAMLINE INFORMATION

MY ROLE:
As I am dedicated to being a life-long learner, my philosophy of teaching follows the goals of learning organizations: Learning is a process that encompasses both the educator and the student. I try to create a classroom environment which encourages students to pursue their goals and to express their individual ideas through intellectual discussion of course materials. Students are encouraged to take responsibility for their education and to work with me to enrich their educational experiences.   My goal is to work with students through interactions in and outside of class to explain the course materials, untangle students' confusion, and guide students to meet their goals. My responsibility is to help my students learn – I do this by building on course materials, integrating current news and innovations into each class, and encouraging the use of external resources.

I expect students to take individual responsibility for their education by coming prepared to participate in class, by doing the assigned readings, by staying current with changes in their field, and by working with each other in peer learning situations. I understand that students have many demands on their time – this class works when you accept responsibility for learning the material, organizing your time, and looking beyond the class to improve your skills. I value the

contribution of students to class discussions and I hope to inspire learning in the class and beyond. I strive to know all of my students by name (by the 3rd week I can remember most of my students' names), and to know individual information about each student so that I can make each class and each learning experience valuable for you, and to a certain extent, individualized for each student.

While official office hours are held from Tue/Thu 10:30am-12:00pm, you can always meet with me at other, more convenient times by scheduling an appointment. Please note: I am usually on the Internet; I will be happy to respond to your course-related e-mails during the hours of 08:00 a.m. – 5 p.m., Monday - Friday.

STUDENT ROLE:
Participation in class discussion and activities: Students are encouraged to share their opinions and observations, even if they disagree with their instructor or classmates. All opinions need to be equally respected. Each student is expected to have read the materials for each class, and to have completed assignments. The following indicators will be used to assess your participation:
1. **Preparation**: Students show familiarity with the assigned material when responding to questions. Issues raised by students are relevant to the topic being discussed.
2. **Understanding**: Students' comments reflect a superficial or a substantial understanding of the material. Comments/remarks are relevant to the topic under discussion.
3. **Frequency**: Students frequently contribute to class discussions in a meaningful way.
4. **Group Awareness**: Students play a constructive role, thus enhancing the learning experience of others.

TEACHING METHODS:
1. **Face to face class sessions**: Relevant material from the readings and handouts will be covered in the classroom. Students should plan to participate in class discussions and address questions from the instructor. Discussion is highly encouraged, as is student-procured outside material that is relevant to topics being covered.
2. **Completion of external projects**: Each student will complete/participate in a minimum of four (4) external projects that reinforce material from the class. Each student MUST lead at least one project.
3. **Quizzes**: Quizzes will reinforce learning; they will be open book/notes, and will test students on assigned readings and material discussed in the classroom. The quizzes will not be comprehensive in nature. However, the instructor reserves the
 right to retest students on material that was not completely comprehended.

COURSE POLICIES:

CLASSROOM FORMAT:
Class time will be devoted to lecture and discussion of relevant concepts, current technology, your questions, and discussion of readings/postings. You are expected to complete any assigned readings and homework **before class**, and be prepared to contribute to group and class discussion. I expect you to show respect for your classmates and for me, and to assist in the establishment and maintenance of a positive learning environment. Please turn off your cell phones and other electronic communication devices **before class**. Laptop usage is necessary in some discussions, and will be monitored.

UNIVERSITY ATTENDANCE POLICY:
University-wide policy requires all students to attend the first day of class meeting of all classes for which they are registered. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course by the academic department that offers the course. This policy applies to all levels of courses and to all campuses and study centers. **It remains the student's responsibility to verify course drops and check that fees are adjusted.**

Excused absences are documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities, such as participation in athletic events. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://fda.fsu.edu/Academics/Academic-Honor-Policy).

Plagiarism of any type, including material from Internet sources, will not be tolerated. Cases of academic dishonesty such as plagiarism and cheating will be investigated & pursued vigorously according to departmental and (if needed) university procedures. Before submitting any work for this class, please read the "Academic Honor System" in its entirety (see link above) and ask me to clarify any of its expectations that you do not understand.

ADA STATEMENT:

Students with disabilities needing academic accommodation should:
1. register with and provide documentation to the Student Disability Resource Center; and
2. bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

> **Student Disability Resource Center**
> 874 Traditions Way
> 108 Student Services Building
> Florida State University
> Tallahassee, FL 32306-4167
> (850) 644-9566 (voice)
> (850) 644-8504 (TDD)
> sdrc@admin.fsu.edu
> http://www.disabilitycenter.fsu.edu/

COPYRIGHT POLICY:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the Teach Act.

FREE TUTORING FROM FSU:

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - seehttp://ace.fsu.edu/tutoring or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

SUMMER 2013 COURSE SCHEDULE:
(The schedule is subject to change)

Date		Tentative Agenda
5/15	Introduction Slides week 1	• Review syllabus and schedule • Goals and objectives • Review assignments and projects • **ASSIGNMENT: Student Introductions (Two Truths exercise)** • **ASSIGNMENT: Ring Toss + Ball Toss** • **ASSIGNMENT: Ropes** • **ASSIGNMENT: CNN**
5/22	Creating & Leading Effective Teams Slides week 2	• Projects overview • Team creation and Deadlines/Dates • Key Factors in Creating Teams • Key Factors in Leading Teams • Decision-Making Models & Styles • **ASSIGNMENT: Trust walk w/group leader** • **ASSIGNMENT: Trust Walk** • **ASSIGNMENT: Tangled** • **ASSIGNMENT: CNN**
5/29	Situational Leadership Slides week 3	• What understanding of leaders and leadership has each of us already acquired? • Why do we have these understandings? • Hersey-Blanchard Situational Leadership Model • **ASSIGNMENT: Communication (pictures)** • **ASSIGNMENT: Paper Cups** • **ASSIGNMENT: Negativity** • **ASSIGNMENT: CNN**
6/5	Project Update #1	• Student Presentations • **Work on Projects**
6/12	Motivation & Assessment Slides week 5	• Theories of Motivation • How do experiences influence what motivates us? • What challenges does a leader or manager face when attempting to motivate employees? Is this different in IT or with IT? • How do we know if we know ourselves? • **ASSIGNMENT: Dolphins/Whales** • **ASSIGNMENT: Forced Choice** • **ASSIGNMENT: Mind Maps** • **ASSIGNMENT: CNN**
6/19	Motivation & Assessment Slides week 6	• Theories of Leadership • How are management and leadership similar or different? • **ASSIGNMENT: CNN** • **ASSIGNMENT: Communication (pictures)** • **ASSIGNMENT: Survival** • **ASSIGNMENT: Self-Leadership Audit**

6/26	Leadership Theories Slides week 7	**GUEST SPEAKER:** - Praise vs. reprimand - What are components of Self-Leadership? **ASSIGNMENT: CNN** **ASSIGNMENT: Scavenger Hunt** **ASSIGNMENT: Poker** **INDIVIDUAL MEETINGS – sign up online**
7/3	Project Update #2 NO CLASS	**Video Presentations Due 3/6**
7/10	Innovation & Leadership Slides week 9	- Developing clear and measureable goals - Creativity and Innovation - What is an innovation? - Why is it that innovations sometimes fail to be achieved? - What should leaders do to improve the odds that an innovation will be adopted? **ASSIGNMENT: Communication (pictures)** **ASSIGNMENT : Minefield** **ASSIGNMENT: Leadership Models** **ASSIGNMENT: One Minute Praise**
7/17	Managing and Leading Change & Transition Slides week 10	- Leading Adoption in Emerging Information Technologies - Leading and Managing Change - Why do transformation efforts fail? - Leading and Managing Diversity - Ethics, morality, and legality **ASSIGNMENT: Fear in a Hat** **ASSIGNMENT: CNN** **ASSIGNMENT: ALIENS** **ASSIGNMENT: Bucket Lift**
7/24	Final presentations	- Student Presentations - Student Presentations
7/31	Final presentations	- Student Presentations - Student Presentations