LEDR 6000 History of Leadership & Ethics  
Spring, 2016  
Online Format

The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there.
— John Buchan, Scottish novelist and past Governor General of Canada

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Office Hours: By appointment or scheduled phone conference

LEDR 6000

Studies leadership theory and applied ethical frameworks. Presents an analysis of historical leadership and the impact that a society’s culture has on leadership. Studies developmental processes related to ethical leadership behavior and social responsibility. Focuses on leadership and ethics across the globe.

Major Learning Activities

Major learning activities include online asynchronous discussion; weekly short essays; case analysis; theory application; midterm leadership paper; interviewing a leader and final presentation. Several ethical frameworks are evaluated and applied to leadership situations. Self-assessments and journaling to elevate a self-awareness of leadership competencies are completed throughout the course.
**MLS Program Outcomes**

The following are the five (5) MLS program outcomes. This course will focus on some of them more than others.

1. Apply leadership principles and theory, cognitive theory, and critical thinking skills in order to creatively solve problems.

2. Identify an ethical issue and apply ethical principles, values, theories or frameworks to leadership practice.

3. Possess the cultural and communication skills necessary to interact in a reciprocal exchange that honors the human dignity of all persons.

4. Apply theory and principles of group dynamics in assuming multiple group roles and responsibilities.

5. Apply quantitative and qualitative research methods relating to leadership practice and the selected specialization when applicable.

**Course Objectives and Student Learning Objectives**

The broad objective of the course is to assist you to recognize and to better understand from a historical and contemporary perspective how leadership behavior, follower behavior and the situation influenced the outcome of a particular historical leadership moment as well as influenced contemporary leadership moments. This is accomplished by analyzing past and present leadership moments where leadership has been successfully or unsuccessfully demonstrated in the context of leadership theory and concepts, ethics and leadership outcomes. More specific objectives include the following. Students will:

1. Evaluate specific leadership theories that have evolved throughout history to determine whether they meet the commonly recognized components of effective theory.

2. Read and evaluate scholarly work in order to apply leadership theory across the globe.

3. Recognize an ethical dilemma and apply ethical frameworks to aid in making decisions that are most aligned with core values, societal values and organizational culture.

4. Distinguish between various leadership styles and their situational effectiveness.
5. Begin to develop a definition of ethical leadership that encompasses global social responsibility.

**Required Educational Tools**

**Academic Articles:** Any articles assigned for reading will be listed with each weekly assignment.

**Electronic Searches:** You will need to conduct searches using the libraries databases and Internet search engines.

**Desire2Learn:** Online postings are required each week, and will be heavily factored into your grade as indicated in the evaluation section of this syllabus. Course handouts, presentation materials, links to articles and discussion forums are located at the Desire2Learn (D2L) site. The URL for MU’s D2L server is: [http://d2l.mu.edu/](http://d2l.mu.edu/)

IT services will establish a D2L account for you. Once you have an account, you will be able to enroll in courses using CheckMarq. About 48 hours after you enroll in a course, you will be enrolled in the D2L course site.

**Texts**


**Movies**

You will be asked to rent and watch a number of movies pertaining to leadership ethics.
Academic Policies

1. Attendance Policy

Student attendance is critical to the successful completion of this course. Individual circumstances may prevent a student from attending a class period. It is the student’s responsibility to contact the instructor if the student wants to receive credit for any missed class period. The instructor may require that an extra assignment be completed as a means to determine that the student has met the objectives of the class that was missed. The absence policy is as follows:

<table>
<thead>
<tr>
<th>Absence</th>
<th>Result</th>
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<tbody>
<tr>
<td>1 or 2</td>
<td>Acceptable.</td>
</tr>
<tr>
<td>More than 2</td>
<td>Class participation grade will be affected. Would not recommend taking the course if unable to attend 3 or more classes.</td>
</tr>
</tbody>
</table>

Tardiness and leaving early from class affect student performance. The student’s grade and/or standing may be adjusted accordingly. The instructor reserves the right to lower the student’s grade when tardiness or early exit is problematic and/or disruptive. For online courses, lack of posting to the course site when and as directed for the week constitutes an absence.

Absences Related to Legal Obligations or University Activities

Students who fulfill a legal obligation such as jury duty, or participate in an officially sanctioned university activity, will be given the opportunity to make up work missed while away.

2. Withdrawal

Students who wish to withdraw from the course must contact the Graduate School. Students may obtain permission to withdraw from a course with a “W” grade during the period extending from the day following the close of registration until the designated university date indicated on the academic calendar. Before withdrawal, students should confer with their assigned advisor to learn what procedures are expected to be followed. According to the spring graduate academic calendar, the last day to withdraw from this class with a grade of “W” is Friday, Apr 15. Please know that tuition fees are only partially refunded according to a sliding scale unless you withdraw from the course during the first week of classes. Please inform the instructor when you are dropping a course.

Finally, withdrawals may result in lack of satisfactory academic progress leading to ineligibility for loans or loan deferment. Please check with financial aid for further details.
3. Academic Integrity

Students, faculty, and staff at Marquette University developed a Statement on Academic Integrity that recognizes the importance of integrity, both personal and academic, and includes an Honor Pledge and Honor Code applicable to all.

The Honor Pledge

I recognize the importance of personal integrity in all aspects of life and work. I commit myself to truthfulness, honor and responsibility, by which I earn the respect of others. I support the development of good character and commit myself to uphold the highest standards of academic integrity as an important aspect of personal integrity. My commitment obliges me to conduct myself according to the Marquette University Honor Code.

Student Obligations under the Honor Code

1. To fully observe the rules governing exams and assignments regarding resource material, electronic aids, copying, collaborating with others, or engaging in any other behavior that subverts the purpose of the exam or assignment and the directions of the instructor.
2. To turn in work done specifically for the paper or assignment, and not to borrow work either from other students, or from assignments for other courses.
3. To give full and proper credit to sources and references, and to acknowledge the contributions and ideas of others relevant to academic work.
4. To report circumstances that may compromise academic honesty, such as inattentive proctoring or premature posting of answers.
5. To complete individual assignments individually, and neither to accept nor give unauthorized help.
6. To accurately represent their academic achievements, which may include their grade point average, degree, honors, etc., in transcripts, in interviews, in professional organizations, on resumes and in the workplace.
7. To report any observed breaches of this honor code and academic honesty.

4. Incompletes

Incomplete requests are highly discouraged; however, on rare occasions, there may be a legitimate reason for an incomplete to be granted by the instructor. A student who does not complete course assignments for a reason deemed acceptable to the instructor may request an incomplete. The instructor is not obligated to grant an incomplete.

For incomplete requests, prior to the end of the course, the student should request a meeting or phone conference with the instructor to discuss the reason that an incomplete is being requested. Incomplete course work must be completed and submitted by the graduate school’s
posted dates in the graduate school’s academic calendar
(http://www.marquette.edu/mucentral/registrar/cal_acadcal1314grad.shtml) or at an earlier
date as indicated by the instructor when the formal request for an incomplete is made and
granted. If work is not competed by the date agreed upon, the grade becomes a permanent
incomplete (PI) and the course will need to be retaken. Full course fees will apply.

Finally, incompletes may result in lack of satisfactory academic progress leading to ineligibility
for loans or loan deferment.

5. Code of Conduct

It is expected that all students, staff and instructors conduct themselves in a civil manner that
demonstrates respect for each other, both inside and outside of the classroom setting. Being
respectful includes, but is not limited to, arriving and leaving class at the appropriate times,
refraining from private conversations that disrupt neighboring students and refraining from the
use of profanity in the classroom. A respectful atmosphere allows for scholarly exchange in a
manner that facilitates growth and learning.

Discussion between a student and an instructor regarding grades or assignments should not
infringe on the rights of fellow students; an individual appointment is in order.

6. Students with Special Needs

Marquette University is committed to assuring that students with special needs have access to
educational opportunities equal to those of non-special needs students. To insure that
reasonable accommodations can be made for students with special needs, each student must
identify himself/herself in a timely manner, preferably prior to the beginning of the term.
However, if students are unsure eligibility to receive accommodations and have not discussed
this with a university representative, students should discuss these concerns with their
instructor or advisor as soon as possible. Each will be able to direct the student appropriately
and confidentially.

7. Grade Appeals

All grade appeals shall be heard for the Graduate School of Management according to policy.
You may have a right to appeal your final grade for the course. Please refer to the grade appeal
policy located at:
http://business.marquette.edu/Content/Uploads/GSM/AppealsProcess_grad.pdf

8. Emergency Plan

Every Marquette University campus building has emergency shelter and evacuation plans.
Please familiarize yourself with the plans of each building in which you take classes or attend
meetings. Make sure to note the routes to the lowest level of the buildings for shelter during inclement weather, as well as exits from the buildings in the event of fire or other emergency. Evacuation and shelter plans are posted within classrooms.

**Dr. Jay’s Ground Rules**

1. Read the Syllabus and Schedule of Assignments carefully.

2. Pay close attention to the weekly News items.

3. Read individual and group feedback carefully.

4. To achieve the total number of points for the work you have done, submit assignments in excellent grammatical format.

5. If you have an emergency arise that prevents you from completing an assignment timely, talk to me about it.

6. If you have a question pertinent to you only, the best way to contact me is by email.

7. Please refer to **Class Participation** included in this syllabus for guidelines regarding how class participation will be evaluated. I will take attendance regularly and this will be one of the criteria considered when evaluating points earned.

8. If you have special needs as related to disabilities, please let me know at the beginning of the class so that we may make the appropriate accommodations for you.

9. When sending email messages to me, please include **LEDR 6000** in the title of the message. If I ask that you submit an assignment to the dropbox in D2L, please do that versus emailing it to me.

10. Appropriately label all work with your name, date of submission and any other organizing indicators such as title of assignment, question number, page number etc. Often times I have student workers print assignments for me. I think you can see what happens when those assignments are not labeled.

11. To avoid confusion for all, please be very careful to upload files and complete postings in the correct location within D2L. **Please remember that D2L file names may only consist of letters, numbers, underscores and periods.**
12. Always, always save and back up computer files that contain work you have submitted for the course.


14. If you do not know how to apply APA format or are having difficulty with grammatical errors, please seek help with the university writing center and/or Bonnie LeSourd (bonnieblesourd@comcast.net), our graduate CPS writing coach.

**Evaluation**

Your performance for the class will be evaluated as follows:

<table>
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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Participation</td>
<td>10% (peer review grade)</td>
</tr>
<tr>
<td>Leadership Paper</td>
<td>25% (individual grade)</td>
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<tr>
<td>Reflective Short Essays &amp; Online Work</td>
<td>40% (individual &amp; group grade)</td>
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<tr>
<td>Presentation on Leadership Paper &amp; Interview</td>
<td>25% (individual grade)</td>
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The scale that follows approximates the grade you will earn. There may be slight variations in either direction, depending on class performance as a whole. Percentages are NOT rounded up.

<table>
<thead>
<tr>
<th>Percentage Achieved</th>
<th>Grade Achieved</th>
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<tr>
<td>100 – 94%</td>
<td>A</td>
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<tr>
<td>93.9 – 89%</td>
<td>AB</td>
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<tr>
<td>88.9 – 84%</td>
<td>B</td>
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<tr>
<td>83.9 – 79%</td>
<td>BC</td>
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<tr>
<td>78.9 – 74%</td>
<td>C</td>
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Again, the last day to withdraw from this course with a “W” is Friday, April 15.
Calendar and Schedule of Assignments

Please check the **Calendar and Schedule of Assignments** on the “Content” page of D2L for due dates on assignments.

**Leadership Paper (25% of grade)**

Choose a culture other than your own that interests you. Research leadership in that culture. Describe leadership in that culture in the context of the materials we have studied in the class. Compare and contrast leadership from your own culture with that of the culture you have chosen.

*A minimum of six scholarly references* should be used for the analysis. Submit your paper in APA format. Please refer to the rubric in D2L to determine how this assignment will be evaluated. The anticipated average length of the analysis is 10 - 12 pages. What is meant by “scholarly references” includes articles from peer reviewed journals, well referenced book chapters and articles from well recognized newspapers, such as the *New York Times*, *the Washington Post*, *the Chronicle of Higher Education* or the *Wall Street Journal*. Sites such as *Wikipedia* and magazines such as *People Magazine* are not considered scholarly references; that doesn’t mean you can’t use them; just don’t count them as part of the six scholarly references. Same holds true with assigned readings. By all means refer to them and reference them as appropriate, but they should not be included in the six scholarly references.

Post your paper to the digital drop box folder designated for this assignment. **Due date for this assignment is located in the Calendar and Schedule of Assignments.**

**Reflective Short Essays and Online Work (40% of grade)**

It is important *that you learn* the most critical points of the content covered during this course.

Other than breaks and holidays, you will have a Desire2Learn assignments for each week of the course. Individual postings are evaluated on an individual basis.

1. Complete the online postings as assigned. **Others in the class are counting on you to post timely. Expect to lose points if you do not post timely.**
2. Each week’s work for the semester will be weighted proportional to the points assigned.

**Assigned Readings**

Any readings other than readings from the texts will be made available to you electronically within the D2L course site. Other readings may be hosted by a particular web site. Some of these readings will be on contemporary leadership moments; others will be theoretical articles on topics in leadership and/or ethics and still others will be empirical research studies on leadership. Readings will complement the in-class discussions, presentations and online postings.

In some cases, readings will be more dated as there are some “classic” articles with content that is very much relevant to today’s work environment. Most readings will be contemporary.

Finally, for several assignments, each of you will search for articles. It will be imperative that you know how to do electronic searches effectively. If you do not know how to conduct electronic searches, please set-up a phone conference or face-to-face meeting with a Raynor librarian. Alberto Herrera (alberto.herrera@marquette.edu) is the librarian assigned to the College.

*One of the key differences in an “active” teaching and learning environment is that learners take responsibility for their own learning; learning from peers is a vital and significant component of the course. Therefore sharing your reflective insights on the readings during virtual discussions and when completing online postings is paramount. To become and remain a good citizen in this class, you will need to complete readings before writing reflective essays and participating in group discussions.*

**Leadership Presentation (25% of grade)**

From the culture you studied in your paper, you will select a leader to interview. Interview questions will be prepared in advance and shared with the interviewee one week prior to the interview. *With the permission of the interviewee*, you may record the interview. Your final presentation will be an analysis of the leader’s response to your questions in light of what you have learned about leadership within the culture you chose.

Prepare a 14 - 16 minute narrated PowerPoint presentation, highlighting what you have learned from the interview, comparing and contrasting it to the cultural paper that you wrote earlier in the course.
Group Participation (10% of grade)

This is a peer review activity. The standard used to evaluate each member of the group including self is the group’s established “Ground Rules.” Please complete the evaluation form located on the D2L Content Page and upload the form to the dropbox by the date indicated in the Schedule of Assignments. Individual points achieved are derived from the mean score of all group members, including yourself.

Please enter the point value you have assigned (0 – 10) to each member of your group, including yourself.

One of our responsibilities as fellow colleagues is to confront each other regarding poor performance. If you are assigning a point value of less than eight (8) to any one of your group members, please indicate to me whether you addressed the performance issue you had with this group member within one week of its occurrence.

Addressed with group member:  Yes ____  No ____

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<th>Group Names</th>
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Accessing Desire2Learn (D2L)

1. Open MU’s home page, scroll to the bottom and click on the D2L link in the lower right corner of your screen.

2. This will bring up the Desire2Learn Login screen. You will see a location to enter your Username and Password.
3. Your **Username** is your CheckMarq username (the same username as your campus email), without the "@mu.edu" part. Do not hit Enter after you have typed in your username! Either hit the Tab key on your keyboard, or use the mouse to click in the box next to Password. Your **password** is CheckMarq password. Once you have typed in your password, please hit Enter.

4. You should then see a welcome screen. You will see on the screen a list of **My Marquette Courses**. You should then see the name of this course. The course title is a hot link, so if you click your mouse on the title it will take you directly to the D2L Web course site for this course.

5. Note that D2L has navigation bars predominantly at the top of the page, although there is a side bar menu as well. Go to the “Content” page to locate assignments and links to other learning materials.

6. When you are finished looking around the site, always "Logout" completely if you are in a computer lab, or at least shut down your Web browser (Internet Explorer or Netscape) completely, since otherwise the next person who uses the machine will be using your course account!

**What to do if you have problems with Desire2Learn (D2L)**

If you have problems with D2L, help is available, but it may not be immediate. The Help Desk uses a ticket system whereby they send your particular issue to IT personnel. It is highly likely that your issue will not be resolved by the Help Desk personnel. However, an IT representative will get back to you at a later date. To contact the Help Desk, do one of the following:

- send an email to [helpdesk@mu.edu](mailto:helpdesk@mu.edu)
- or call the Help Desk: (414) 288-7799

*It is vitally important that you notify the D2L Help Desk of all problems that you are encountering with D2L.* Students many times tell me of these problems. There is power in numbers. If the problem is not reported by anyone other than me, it is highly unlikely that it will receive much attention, which does not benefit any of us now or in the future.

Finally, I can and will assist you with any navigation or access problems once you are inside of the D2L course site. However, I cannot assist you with login problems.