MALS 610 (SS I, 2012)
THE MORAL LEADER

John Young, Ph.D.
Department of Philosophy & Division of Continual Learning
UNCG
John_Young@uncg.edu
(336) 402-7643 or (336) 275-4897

COURSE DESCRIPTION

This course explores the complex and challenging relationship between leadership, ethics and morality. A good military leader brings victory, a good diplomat brings stability, and a good CEO forges a successful institution. Do ethics and morality play a role their success? If so, what role?

To put it another way, what constitutes good leadership? And is moral goodness an essential part of it? Effective leaders may not always be exemplars of moral virtue. Nor do all morally good people make effective leaders. Where is the intersection between these two? And when will that yield moral leadership?

The structure of the course involves a combination of discussions based on classic films and on interactive workshop-like sessions. Each week will involve a film that embodies a case of leadership which raises issues of morality. The films will include Shackleton, Schindler’s List, Paradise Road, Hotel Rwanda and Gettysburg. Together with short lectures and a few selected readings, these films will serve as the basis for discussion the first class meeting of each week. The second class each week will be devoted to participation in exercises and group activities designed to enhance both leadership skills and our understanding of the relationship between leadership and morality. These sessions will be based on materials from the Center for Creative Leadership’s “Leadership Beyond Boundaries” project making use of the leadership framework known as “The CCL Way.”

II. COURSE OBJECTIVES

1. To articulate the notion of leadership and its relationship to morality so that what distinguishes moral leadership from leadership in general, including effective leadership, can be clarified.
2. Raise students’ awareness of the factors at work in leading and in being a moral agent.
3. To provide tools and perspectives provided by recent leadership research to clarify and understand both our own and others’ moral challenges,
4. To explore several dramatic cases, illustrated primarily in films, where moral leadership manifests itself in strikingly different ways.
5. To increase awareness of opportunities for moral leadership that arise in our own lives and how we can to address them.
6. To equip students with helpful ways to think, speak and write critically about the ethical issues leaders can encounter.
7. To raise our awareness of the presence of leadership and moral challenge in our lives as well as in what we view and read everyday.

III. TEACHING STRATEGIES

The course will be conducted using two main methodologies. During the first class of each week, a film illustrating some classic feature of leadership and related moral issues will anchor the class activities and discussion. Except for the first class meeting on Monday, May 21, students will be required to view the film prior to the seminar meeting on the following Monday. (The Shackleton film will be screened on May 21 in class.) Short lectures by the instructor and selected handouts will help prepare the students for viewing the films and for the discussion and activities to follow.

The second (Wednesday) class period each week will be a workshop/activity session, providing a further forum within which to develop the conceptual tools needed to explore the topics of leadership and morality. The work is cumulative, so that what is learned early on can be re-applied as we proceed. There is plenty of variety since leadership and moral issues can arise in remarkably unpredictable contexts. We will examine cases where people have tackled complex challenges and provided moral leadership in strikingly different ways.

IV. REQUIRED TEXTS

A) BOOKS: Several short monographs from the Center for Creative Leadership will be used, including:
   - Hannum, Kelly. **Social Identity: Knowing Yourself, Leading Others.**
   - Browning, Henry and Ellen Van Velsor. **Three Keys to Development: Defining and Meeting Your Leadership Challenges**
• Weitzl, Sloan. *Feedback That Works: How to Build and Deliver Your Message.*

B) **Films to be used are:** (These films will probably be made available through University resources at no cost to registered students in the course. Otherwise one will need to rent or purchase them.)

- *Schindler’s List*
- *Paradise Road*
- *Hotel Rwanda*
- *Gettysburg*
- *(Shackleton will be shown in class on the first night of class and need not be rented or bought)*

C) **ADDITIONAL MATERIALS:**

Other study materials will include handouts on moral theory prepared by the instructor, readings available on the course Blackboard site, links to other relevant websites, newspaper articles illustrating recent examples of moral leadership, journal articles and videos. Some of the instruments and inventories used for the Wednesday night workshops will by provided by the University and the instructor; students will have to purchase *The Campbell Leadership Descriptor.*
V. COURSE OUTLINE/ SYLLABUS  
(10 Sessions, UNCG Summer Session I, 2012)

<table>
<thead>
<tr>
<th>FACE TO FACE</th>
<th>CLASS SESSION 6:00 – 9:00 PM</th>
<th>ASSIGNMENT FOR NEXT CLASS</th>
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| Monday May 21 | • Introductions, overview of to course, Q & A  
• First film (in class): Shackleton  
• Illustration of three keys: Direction, Alignment, Commitment (“DAC” model)  
• Guidelines for class discussion | • Social ID (Hannum, Social Identity): Handbook of Leadership Development, ch.4, (on Blackboard) & worksheet provided  
• DAC Leadership Model: Handbook of Leadership Development, ch.1, (on Blackboard)  
• Order Campbell Leadership Descriptor (poss. from Amazon) |
| Wednesday May 23 | • Recent developments in leadership theory  
• Social Identity (Hannum, Goleman)  
• Moral Identity (Young) — introduction  
• DAC model of leadership & Ernest Shackleton | • View film; Schindler’s List  
• Take Change Style Indicator online (Discovery Learning Inc.)  
• Review Social ID (HLD, ch.4—BB), DAC ID (HLD, ch.1—BB).  
• Moral Identity (handout provided) |
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| Monday May 28 | Discussion of the film *Schindler’s List*  
Applying Social ID and DAC (“DAC Sightings”)  
Where does morality fit in? | Moral ID (handout)  
Emotional IQ (handout)  
“Moral IQ” (handout) |
| Wednesday May 30 | Moral ID  
Emotional IQ  
“Moral IQ”  
Moral dilemmas  
Kinds of moral challenge | View film: *Paradise Road*.  
Complete *Campbell Leadership Descriptor*  
Read Beauchamp & Childress, *Moral Theories* (on BB), *pp. TBA* |
| Monday June 4 | Discussion of film *Paradise Road*  
Leadership styles and values (“DAC Sightings”)  
Trapped by one’s values | Complete *Change Style Indicator* and submit online. |
| Wednesday June 6 | Contexts of Leadership and Moral Agency  
Adaptability & Integrity  
Leadership development and moral development | View film *Hotel Rwanda*  
Complete *Big 5 Personality Traits Indicator*  
Read Beauchamp & Childress, *Moral Theories* (on BB), *pp. TBA* |
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| **Monday June 11** | Discussion of the film *Hotel Rwanda*  
|                  | “DAC citings”       
|                  | Management vs. Leadership  
|                  | What traits matter most?  | Paths to leadership development  
|                  | Can leadership ever trump morality? |
| **Wednesday June 13** | Conflicts and levels of moral commitment  
|                  | Situation, Behavior, Impact  
|                  | Interpret *Campbell Leadership Descriptor*  | View film: *Gettysburg*  
|                  |                                | Weitzel, *Feedback That Works*  
|                  |                                | Professional obligations & moral obligations: possible conflicts  
|                  |                                | Short written reflection on how this course has affected your views on leadership and morality (max. 750 words = 3 pp. doublespaced) |
| **Monday June 18** | Discussion of the film *Gettysburg*--discussion  
|                  | Roles, Rules & Duty: the challenges  
|                  | “DAC citings”  
|                  | Feedback? Telling the truth and how to tell it  | Be the leader you are meant to be!  
|                  |                                | Do good and avoid evil.  
|                  |                                | Have a good summer! |
| **Wednesday June 20** | Debrief in class  
|                  | Seeing yourself as leader  
|                  | Final reflections  
|                  | Turn in final short reflection paper (required).  
|                  | Turn in journal if you’ve kept one for extra credit (optional).  |

*Be the leader you are meant to be!*

*Do good and avoid evil.*

*Have a good summer!*
VI. COURSE EXPECTATIONS AND REQUIREMENTS

1. **Attendance at all classes is expected.** Since half the course depends on group participation in both in the discussions and the activities absence or tardiness on any night is strongly discouraged. If work or family demands require any absence, be sure to clear that with me as soon as possible.

2. **Discussion in the classroom sessions is required** by all participants.

3. **All assessments and training inventories must be fully completed on the dates specified.** Failure to meet these deadlines can affect the entire class, since some of the instruments are batch-processed, requiring ALL members’ input or, in other cases, the debrief requires full participation. Failure to complete these assignments in a timely way will result in failure for the course. Anyone who might encounter difficulty should speak to me immediately to see if we can resolve the issues.

4. All required **FILMS should be viewed in advance of the class scheduled.** **Instruction on how to access them will be given in class.** We are attempting to provide access free of charge. (Films will not be shown in the class session except on the first night of the course.) **While viewing, you will find it helpful to take notes on relevant characters and striking scenes.**

5. There will be relatively light **READINGS, EXERCISES AND INSTRUMENTS TO FILL OUT.** Most of them will also be done in advance. For example, participation in the classroom discussion without having viewed the designated film or without having completed, say, David Campbell’s leadership descriptor instrument would be inappropriate and unfair to other class members. (Also, see 3 above.)

6. A short final **REFLECTIVE PAPER** will be submitted at the end of the last class (no more than 1000 words in length) and will be written in a structured fashion which will enable students to **develop a personal stance/position on what role morality can or should play in their own lives as leaders.** A template will be provided for this paper.

7. Given the constraints of time in the Summer Session, a personal **REFLECTIVE JOURNAL** is encouraged, but not required. Extra credit will be given for those who choose to keep a journal. It needs to be kept up with
some regularity and not let fall into disuse. That is, don’t write all the entries the last weekend of class-- the journal should track your reflection on the course materials as we proceed. Your thoughts on how our topics appear in, or apply to, your own life situation (e.g, work or family or community service) are especially welcome. But please write about the issues dealt with in our course materials. No further research is needed: I want to know what you are thinking about the topics we deal with and which are relevant to your interests. (If for some reason you should use or refer to other materials, full citation of that reference is required.) Please let me know during the first week of class if you plan to keep such a journal.

8. The use of Blackboard: Please check in on Blackboard several times a week, as comments or notices may appear there that can help you.

9. Students are expected to observe the Academic Integrity Policy as described in the UNCG Student Handbook on all work submitted for the course. Please read it at: http://academicintegrity.uncg.edu/complete/ You are expected to abide by these policies for all the work performed or submitted in this course. Violations can result in serious sanctions. In this course plagiarism, dishonesty or misrepresentation on any work submitted will result in failure for the entire course. Ignorance of what plagiarism is or of the University policy is no excuse. So be sure to cite any sources you use (as indicated above), give your references and footnotes whenever appropriate. Consult the MLA Handbook, the Harbrace Handbook or the Chicago Manual of Style if you needed further information on possible formats.

VII. GRADING

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<tr>
<th>Attendance at all classes fully prepared (including recent viewing of assigned films) and active, informed participation in discussions (be a contributing participant, not merely an observer)</th>
<th>45%</th>
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<td>Attendance at, and participation in, workshop/exercises including completion of instruments on time, questionnaires, etc.</td>
<td>45%</td>
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<td>Final short reflective paper</td>
<td>10%</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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<td>Extra credit for journal (optional)—up to 10%</td>
<td>10%</td>
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VIII. OFFICE HOURS AND CONSULTATION

Students whose schedules make it difficult to meet during the day can meet with me in the evening either before or after class. You can make an appointment to see me for a time either before class (e.g., 5:30pm) or immediately after class, both at Triad Center. If we can only meet during the day, then we can meet in the Conference Room at the Division of Continual Learning, 130 Becher-Weaver Building, UNCG, at 915 Northridge Street in Greensboro. We can also use email and the telephone for conferences. My email address is: erigena1@triad.rr.com and my home telephone number is (336) 275-4897 and my cell is (336) 402-7643. Due to the complexities of people’s schedules, if possible please send an email to schedule a meeting or phone call.

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