Vision

Achieving excellence in the education and development of principled leaders.

Mission

To educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment.

Principled leadership is influencing others to accomplish organizational goals while adhering to the organization’s core values.

Citadel Core Values

Honor ♦ Duty ♦ Respect

LDRS Program Student Code

CIVILITY

I will treat classmates, professors, and Citadel staff with respect.
I will display a healthy tolerance for individual differences in demographics, gender, race, religion, and thought.
I will respect the authority rules, and regulations of The Citadel.

SCHOLARSHIP

I will continue to develop and demonstrate a passion for learning. I will be intellectually honest.

BEHAVIOR

My behavior will be professional and ethical and reflected in my preparation for class, my attendance in class, my conduct in class, and my relationships within the MASS community.

ATTITUDE

My attitude will reflect teamwork, personal responsibility, and a positive approach to being a member of the class.
Course Description: 3 Credit Hours. This course gives the student the opportunity to apply the leadership theories and models learned in LDRS 750 to examine U.S. military leaders. The course will focus on 13 selected U.S. military leaders. These leaders will be examined from their historical significance, their successes/failures, their styles, their backgrounds, how they developed as leaders, their leadership skills and effectiveness. Prerequisite: LDRS 750

Course Objectives: Students who successfully complete this course will be able to:
1. Identify the predominate style of U.S. military leaders.
2. Assess the effectiveness of U.S. military leaders.
3. Identify the impact that U.S. military leaders have had on the U.S. military and the U.S.
4. Demonstrate an in-depth knowledge of one selected U.S. military leader.
5. Formulate a philosophy of leadership informed by the study of U.S. military leaders

Selected Military Leaders:

1. Washington, George
2. Lee, Robert E.
3. Grant, Ulysses S.
4. Eisenhower, Dwight D.
5. Patton, George S.
6. Petraeus, David
7. Stockdale, James B.
8. Powell, Colin
9. Dunwoody, Ann
10. Petraeus, David
11. McChrystal, Stanley
The following Text Book is Required:

*The Art of Command: Military Leadership from George Washington to Colin Powell* by Laver and Matthews

Additional Texts and Materials:

There are a number of texts and resources available for each of the 10 selected military leaders identified above.

1. *A Higher Standard* by Ann Dunwoody
3. *In Love and War* by James Bond Stockdale
4. *All In* by Paula Broadwater
5. *My Share of the Task* by General Stanley McChrystal
6. *Crucible of Command* by William C. Davis
7. *Patton* by Alan Axelrod
8. *George Washington on Leadership* by Richard Brookhiser
11. *Ethical Leadership of Robert E. Lee* by Mike Lipsey

https://www.google.com/?gws_rd=ssl&q=U.S.+Military+Leaders


https://www.google.com/?gws_rd=ssl&q=us+history%27s+most+influential+military+leaders
Assignments & Grading:

- Discussion Postings 30%
- Replies/Critiques 20%
- Leadership Synthesis Paper 25%
- U.S. military leader study and posting 25%
  (not one of the 13 studied as a class)

Graded Assessment Descriptions:

**Discussion Question Answer Postings:** This category reflects the quality of a student’s *Answers* that contribute in a meaningful way to producing a fruitful learning environment for all participants. The criteria for grading answers can vary based upon the nature of the question, but the following are helpful tips to use, as applicable, to particular questions:

1. Ensure that you answer the question(s) being asked, as well as all parts of the question. So, read the question carefully.
2. Explicitly cite relevant concepts from the reading.
3. Apply concepts to offer an in-depth explanation, i.e., state why your answer makes sense.
4. Cite examples from real life cases, your experience, or things you’ve read.
5. Compare and contrast varying views on an issue.
6. Pose answers that are superior to the average performance in class discussion answers.
7. Consider the following scoring scheme:
   a. 5 points: not only excellent, but superior to the answers posted by others; takes advantage of the opportunity to “efficiently” make additional relevant points without being excessively long.
   b. 4 points: a flawless answer, but not necessarily superior.
   c. 3 points: a near flawless answer, but perhaps omitting a key point or being unnecessarily long.
   d. 2 points: an adequate answer, but one missing something like an item from 1-5 above.
   e. 1 point: an adequate answer, but one missing something like one or more items from 1-5 above.
   f. 0 points: not answered, or an answer that does not adequately address the question or is poorly expressed.

**Replies/Critiques:**

**Discussion Replies:** This category reflects the quality and quantity of a student’s *Replies* to the answers and papers that others have posted. In order to receive any credit, *Replies* must be substantive and relevant to the corresponding answer. Effective replies offer some reflection upon the specific ideas in the answers/papers posted by others. See items 1-5 in *Discussion Answer Postings* above for ideas when you’re unsure how to reply to an answer/posting. No credit will be given for replies that simply state things like the following: *I agree, nice job, well done,* and the like,
i.e., if a particular reply could apply to any answer, anywhere, then it is inadequate. The reply should have information that relates to the particular answer to which it pertains. At least one Reply is required for each question per Lesson throughout the course, unless otherwise specified. Replies receive either 0, 1, or 2 points. Everyone must reply in each Discussion, including those who are assigned to answer the question. Discussion Replies are due at 11:59 pm, 2 days after the original post due date. See the “Assignment Schedule and Discussion Questions” below for due dates. *Discussion Replies cannot be submitted late for credit.*

U.S. Military Leader Study: Present a U.S. military leader not one of the 10 studied in class with a narrative posting coupled with a power point that provides (1) an introduction to the leader and the situation(s), (2) an evaluation of the leader’s effectiveness, (3) an identification of the leader’s predominate style, and (4) what you have learned about leadership from studying this leader. This assignment cannot be submitted late for credit.

Synthesis Paper: Submit and post a 10 – 12 page synthesis paper which contains your future approach to leadership based on a synthesis of what you have learned from the study of U.S. military leaders in this course. This assignment cannot be submitted late for credit.

Course Schedule: One week will be devoted to the study of each U.S. military leader in the list on page 2. The class will be divided into 3 groups; A, B, C. The students in each group will individually post or reply to the following questions each week.

Q 1 Describe a specific leadership situation in which the leader was heavily involved.

Q 2 Describe the primary leadership model used by the leader and provide a rationale for that selection.

Q 3 Assess the effectiveness of the leader in this situation.

Q 4 Describe the leadership lessons you have learned from studying this leadership situation.
## Course Schedule

<table>
<thead>
<tr>
<th>Week/Leader</th>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
<th>Leader</th>
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<tbody>
<tr>
<td>1</td>
<td>Introductory Posting for Each Individual</td>
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<tr>
<td>2</td>
<td>R1-4</td>
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<td>2Rs</td>
<td>2Rs</td>
<td>2Rs</td>
<td>Add’l Leader Posting</td>
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<td>13</td>
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<td>Post Synthesis Paper in Draft Form for Replies</td>
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<tr>
<td>14</td>
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<td>1R</td>
<td>1R</td>
<td>Reply to 1 paper</td>
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<td>15</td>
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<td></td>
<td></td>
<td>Post Final Version of Synthesis Paper</td>
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Notes:
- **Q1-4** means that you post answers to questions 1 through 4
- **R1&2** means that you reply to posted answers to questions 1 and 2
- **R3&4** means that you reply to posted answers to questions 3 and 4
- **2Rs** means that you reply to 2 postings on add’l leaders
- **1R** means that you critique 1 synthesis paper
- **R1-4** means that you reply to 4 posted answers on Washington which will be posted by the professor as a beginning example for the course
Course Requirements and Policies:

Instructional Methods

*Teachers open the door, but you must enter by yourself* (Chinese Proverb). The effectiveness of your learning experience relies upon consistently preparing for each lesson by accomplishing the assigned reading and tasks. Preparation ensures that you can interact with the professor and fellow students by both answering and asking questions in order to better understand the course material. Readings, Assignments, Mini-Lectures, Discussion Questions, Assessments and PowerPoint presentations will be used to engage students in the online lessons. The professor expects all students to actively participate in class activities. All activities contribute toward helping you complete your exams and other assignments.

The effectiveness of this course depends upon the frequent input and interaction of all students, as well as the professor as they engage in the learning process predominantly guided by seminar discussion. Seminar is derived from the Latin word *seminarium*, meaning seed plot. Thus, the idea of a seminar is to provide a forum in which we plant the seeds of ideas from which our learning will grow. Because the sheer volume of information precludes exhaustive coverage of all relevant information, the planting of fruitful seeds by all participants is critical to learning yield during our time together. Student learning occurs by examining established ideas in the organizational, and leadership fields, by the revelation of ideas through study and participation in discussions, by engaging in exercises, by exposure to others’ experience, and by the application of course ideas to leadership and other life situations.

Writing Criteria

Discussion Forum postings, though casual, should still reflect proper grammar and style. Assigned papers involving personal self-reflection do not require strict adherence to APA style and first-person usage is permissible. Otherwise, written assignments should be typed in Times New Roman font, size 12, double-spaced, and formatted according to APA Style as specified in the 6th edition of the Publication Manual of the American Psychological Association. Proper writing style and format are the minimum requirements to achieve A or B grades. Except for Discussion Forum postings, written assignments must be submitted as Microsoft Word files or text files saved as an .rtf.

Academic Integrity

Unless otherwise specified, all coursework must be accomplished on an individual basis without assistance from any other person except the professor. The LDRS Code and Honor System/Code apply to all course activities.

“Attendance”

Students are expected to prepare for, attend (i.e., logon for) and participate in each scheduled online session. Excessive absences or lateness will decrease your course grade by 10 points on the 100-point scale. To obtain credit in this course, a student must “attend” a minimum of 80% of the class lessons. Attending a lesson means that students are expected to logon to the Blackboard system for this class at least twice during each weekly class lesson. This usually means that you must logon at least four times per week; however, effective performance in the course will usually require more frequent logons. The statistics tracking system in Blackboard will be
used to verify the dates and times of student logons. At the discretion of the professor, assigning a course grade of “F” for excess absences is possible. In the event of unavoidable circumstances, the student can petition the professor for an *excused* absence, but must do so within one week of the absence.

**Late Work, Make-ups & Re-takes**

Assignments submitted late receive a score on a 100-point scale and then 10 points are deducted from that score. Work cannot be submitted for credit later than one week after the due date. “Replies” to discussion question answers cannot be submitted late for credit. *Except for the Final Exam, no work is accepted after the last scheduled class lesson date.* Coordinate other late submissions and make-ups with the professor. There is no opportunity for re-takes or extra credit.

**Incompletes**

The notation of “I” (for Incomplete) is used in instances when course requirements have been very nearly met, but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of “I,” students’ work must be satisfactory at the time they are forced to terminate participation in the course. Unsatisfactory work will result in a failing grade. It is the student’s responsibility to present the “authorized reason” for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the faculty member, the final grade will reflect the grade of zero on all missing work.

*The removal of the incomplete is the responsibility of the student. The grade of “I” must be removed within the first 30 class days of the next full semester or the “I” becomes an “F.”*

**Submission of Assignments**

All electronic files for assignments must be submitted in a MS-Word or PPT compatible format, as applicable to the assignment. Ensure that your files are saved to these formats prior to posting or sending them so that they can be read by other students, as well as the professor. If you are uncertain of your format, text files can be saved as .rtf so that they can be read by MS-Word.

**Students with Disabilities**

If you need accommodations because of a disability, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved, and you have your accommodation letter, please discuss this with the instructor as soon as possible.
Supplemental Text & Materials: [Note: The following items are also used in other LDRS Courses]

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<td>Developing Leadership Abilities, 2nd Edition</td>
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<td>Prentice Hall</td>
<td>0137152787</td>
<td>9780137152780</td>
<td>160</td>
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**NOTE**

The following books and case are used in BADM 722 and/or other LDRS courses. Some of the content from these items is integrated into LDRS 713.
Business Leadership, 2nd Edition
Joan V. Gallos, Editor