NAVS 402  Leadership and Ethics  (3 Units)

Class meets 0730-0850 on Mondays and Wednesdays

Instructor:  CAPT Patrick Rabun  E-mail:  prabun@sandiego.edu
Office Hours: Best to make an appointment, but I expect to be available 1230-1630 on most days.
Phone: 619-260-2284 (Secretary: Ms Wendy Tankersley)

Course Description

Naval Science 402 prepares future leaders by exploring and learning to apply a diverse range of leadership and ethical theories and tools to enhance objective, sound, and timely decision-making in everyday activities – to include the challenging environment of naval service. This course emphasizes the importance of demonstrating consistent leadership that adheres to the highest standards of character and integrity. NS-402 is the capstone course within the NROTC academic curriculum – and is intended to help each of you further develop your personal leadership philosophy and style based on a solid ethical foundation (for military and future follow-on civilian application).

Prerequisites: Ideally NS-402 will be taken in a student’s final semester prior to commissioning. Due to scheduling constraints, that goal is not always feasible. However, all students are expected to have already completed at least 1.5 years of university studies before participating in the NS-402 course.

Course Objectives

The course objectives are promulgated in the Naval Service Training Command Officer Professional Core Competencies Manual (September 2011 version) – and are highlighted as follows:

I. ACADEMIC STANDARDS
   A. Demonstrate a proficiency of the English language through usage, both spoken and written.

II. LEADERSHIP AND MANAGEMENT
   A. Comprehend the relationship of the Marine Corps and Navy’s Core Values to the roles and responsibilities of a naval leader.

   B. Comprehend the following personal qualities and be able to relate them to a leader's effectiveness:
      1. Honor
      2. Judgment
      3. Justice
      4. Dedication
      5. Initiative
      6. Decisiveness
      7. Tact
      8. Integrity
      9. Endurance
      10. Bearing
      11. Unselfishness
      12. Courage (moral and physical)
      13. Knowledge
      14. Loyalty
      15. Enthusiasm
C. Comprehend the major principle of the Code of Conduct and be able to apply it to a leader's role in a POW situation.

D. Comprehend the relationship between authority, responsibility, and accountability within a task-oriented organization.

E. Apply leadership and management skills to prioritize among competing demands.
   1. Demonstrate the ability to establish meaningful goals and objectives.
   2. Apply techniques of prioritization and time management to resources and personnel.

F. Apply leadership skills to achieve objectives.
   1. Comprehend different leadership styles - & how to apply to different situations/groups.
   2. Comprehend basic principles of human behavior and group dynamics.
   3. Comprehend the difference between informal and formal groups.
   4. Comprehend the contribution of the formal group organization and standard procedures to mission accomplishment.
   5. Apply leadership and management skills to design work groups based on task requirements, group capability, and available resources.
   6. Apply techniques and skills to measure organizational effectiveness by establishing qualitative and quantitative performance standards.

G. Comprehend the importance of planning and supervision to mission accomplishment.
   1. Comprehend the importance of planning and forecasting.
   2. Comprehend the relationship between goal setting and feedback and apply this understanding to establishment of control systems.
   3. Know the important reasons for development of and constant re-evaluation of alternatives in decision-making.
   4. Comprehend major reasons why change is resisted in organizations.
   5. Comprehend specific change management techniques.

H. Demonstrate an understanding of the influence of the following on a leader's ability to achieve organizational goals:
   1. Use of authority.
      (a) Definition of a legal order
      (b) Process for challenging illegal orders
   2. Prioritization of Constitution, mission, service, command, shipmate and self.
   3. Conveyance of clear, concise Commander’s Intent
   4. Degree of delegation and decentralization
   5. Officer-enlisted professional relationship
   6. Chain of command, including ship/squadron organization
   7. Morale and esprit de corps
   8. Supervision and follow-up

I. Comprehend the moral and ethical responsibilities of the military leader.
   1. Comprehend the leader’s responsibilities to the organization and society.
   2. Comprehend the relationship of integrity, moral courage, and ethical behavior to authority, responsibility, and accountability.

J. Demonstrate characteristics of effective oral and written communication.
   1. Comprehend the communications process.
   2. Comprehend the major causes of communication breakdown and effective means to create healthy communication.
K. Demonstrate an understanding of basic counseling skills.

1. Comprehend the importance of feedback to mission effectiveness.
2. Comprehend various motivational techniques which may be useful in leadership situations.
3. Apply counseling skills to performance evaluation debriefings, discipline infractions, career guidance, and personal problems.

III. PROGRAMS AND POLICIES

A. Comprehend and demonstrate adherence to the standards of conduct for military personnel.

B. Comprehend and apply current equal opportunity policies and programs.

C. Comprehend and apply the official policies on prevention of sexual harassment, fraternization, and hazing.

D. Apply the fundamentals of Operational Risk Management and Time Critical Risk Management.

E. Know basic administrative responsibilities of an officer including:

   1. Personnel administrative actions with regard to officer and enlisted service records, performance evaluations, advancement recommendations, and selection board procedures.
   2. Know governing documents for naval correspondence.
   3. Know how directives are organized and revised.

IV. MILITARY CUSTOMS, TRADITIONS, AND REGULATIONS

A. Know the origins and current usage of naval customs and traditions.

   1. Comprehend the role of commissioned officers as members of the U.S. Armed Forces, and know the obligations and responsibilities assumed by taking the oath of office and accepting a commission including the Constitutional requirement for civilian control.

B. Comprehend the UCMJ, practice of military law, and applications of regulations as they may involve a junior officer in the performance of duties.

   1. Comprehend the purpose, scope, and constitutional basis of Navy Regulations and the Uniform Code of Military Justice and relate these regulations to personal conduct in the military service.

   2. Comprehend junior officer responsibilities relative to the military justice system including familiarization with:
      (a) essential publications relating to military justice
      (b) search and seizure
      (c) apprehension and restraint
      (d) non-judicial punishment
      (e) investigations
      (f) courts-martial
      (g) administrative discharges
      (h) extra military instruction

Textbook Readings


Grading Rubric

A: This work is insightful. It addresses the assignment in a way that indicates your comprehension of and control over the assignment itself as well as an understanding of the underlying concepts. The message is communicated clearly, concisely, and directly. There is a confidence presented in this work. You followed the directions for the assignment.

B: This work meets and, at times, exceeds the basic requirements of the assignment. The work indicates that you are beginning, at times, to think through and deal with the major ideas of the assignment. The message is communicated with generally effective clarity, directness, and conciseness. Some unevenness in writing may be apparent. For the most part you followed the guidance for the assignment.

C: While this work offers little insight into the greater concepts of the assignment, it meets the basic requirements. The message, for the most part, is reasonably clear, concise, and direct, although there may be unevenness in the writing. You partially followed the assignment guidance.

D: The basic requirements of the assignment are partially met; however, the message is not always communicated clearly. There is considerable unevenness in the writing. For the most part you ignored the guidance for the assignment.

F: The requirements of the assignment have not been met at a satisfactory level. It is not clear that you have understood the concepts of the assignment. The writing is not clear, concise, or direct. You did not follow the guidance for the assignment.
Grading Plan

Scale:

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<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95%-100%</td>
<td>A</td>
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<tr>
<td>90%-94%</td>
<td>A-</td>
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<tr>
<td>87%-89%</td>
<td>B+</td>
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<td>84%-86%</td>
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<td>63%-65%</td>
<td>D-</td>
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<tr>
<td>0%-62%</td>
<td>F</td>
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Point Break-out: 300 points = 100%

1. Prep & Participation: \((4+2) \times 15\) [drop low 2] 90
2. Midterm Exam 40
3. Final Exam 60
4. Paper + Individual Presentation 75
5. Team Debate 15
6. Journal 20

300

Course Requirements/Activities

1. Class Preparation and Participation: As a naval officer, you must be prepared for assignments and meetings. Improving your time management is also one of the goals of this class.

   a. The attached Class Schedule lists the notional Reading Assignment for each session. I intend to amplify each reading assignment with a set of questions (and will potentially narrow-down the pages to be read). Each student will complete the appropriate reading assignment and answer the prescribed questions prior to each class session. This preparation will be documented via inputs that each student will make via email or BlackBoard. Assignments will be defined with the expectation that no more than 80 minutes will be required to properly prepare for each class. For each class session marked with a highlighted Reading Assignment, you must submit inputs for each Monday class prior to 2300 on Sunday night – and must submit inputs for each Wednesday class prior to 0700 that morning. Four points will be earned if your comments/answers fully convince me that you’ve done the reading/assignment thoroughly enough to prepare for that day’s session. Bring written remarks to class if you’re unable to submit them electronically for any reason. Your inputs will be used to help guide the day’s discussion – in order to address any specific areas of confusion or particular interest.

   b. In addition to the four points that you can earn each day for preparation, you also have the opportunity to earn two points each day for your active participation in the classroom discussion. Your participation must be professional, germane to the subject, and logically presented. Even if you didn’t fully understand the material for that day’s session, you can still ask pertinent questions to earn your two points for the day. Each student is expected to demonstrate an awareness of the reading material, and will hopefully improve their ability to listen and respond relevantly to the comments of others. Sharing pertinent experiences from your past can help put leadership/ethics concepts into useful context.

   c. You’ll notice that a significant portion of your grade is based on class preparation and participation. Seventeen sessions have reading assignments from the primary texts. So each student has seventeen opportunities to earn 6 points [4 for preparation and 2 for participation]. I will keep track of each student’s daily points earned. The lowest two daily scores (which could be 0’s – due to excused absences) will be dropped. Thus a total of 90 points \([(4 + 2) \times 15]\) can be earned for class preparation and participation.
2. **Personal Journal.** Keep a personal journal... annotating observations concerning "Leadership." These observations can be based on lessons learned in class, or good/bad behavior of others that you see/hear as they occur, or even situations from movies/TV. We all frequently notice examples of actions that we hope to avoid (or hope to repeat), but too often forget these "lessons" during situations that arise in our personal lives. This journal will help you develop/refine your own style of leadership.

There is no specific format required. Some type of small notebook or pocket wheelbook seems to work best – however you may choose to keep an electronic file. The intent is that you will be able to refer back to this journal a year from now (and maybe even 5-10 years from now). Particularly in the arena of ethics, it can prove beneficial to see how your thought processes change over time.

To earn maximum credit, you should annotate at least 3 entries each week. Some entries may be as simple as 3-4 sentences, while others may exceed two paragraphs. It’s up to you. You should be writing comments that will be meaningful to YOU – as you look back at this journal after you’re commissioned.

I’ll briefly look at your journals in early March – and provide feedback if you’re off-track. You can earn 5 points during this first review. Another 15 points can be earned during the final review in early May.

3. **Exams:** A mid-term exam and a final exam will be administered on the dates indicated in the attached Class Schedule. These written exams are intended to be “closed-book” assessments of each student’s comprehension of important points in the material covered up to that point in the semester.

4. **Essay:** Detailed guidance concerning the Leadership & Ethics essay will be provided and discussed in class on Wednesday, 19 FEB. This course requirement will require significant time/work from each student.

   a. Essays must be submitted via two means:

   (1) Bring a hard copy to class on Wednesday, 16 APR; and
   (2) Email a WORD (WORD-compatible) file to me prior to 0715 on Wednesday, 16 APR. Failure to achieve both of these timely submission requirements will result in a loss of 10 points – with 10 additional points being deducted that day at 1600, and 10 more points each following day at 1600 until both submission requirements are met.

5. **Essay Presentation:** Our class time on Wednesday, 16 APR will be dedicated to each student giving an overview of their essay to the class. The overview should address the topic and supporting evidence of the paper – and is expected to last between 2:45 and 3:30 minutes (no more, no less). PowerPoint slides or other visual tools are required. You will be graded on your ability to effectively communicate the highlights of your essay to your classmates.

6. **Team Debate:** It is not uncommon to discover philosophical differences of opinion within any group of students involved in a discussion-oriented class. For example, some individuals hold firm to the adage that “You get what you inspect, not what you expect” – while others sincerely believe that “Providing your subordinates with broad end-state goals will allow them to impress you with their resourcefulness/results.” There are many other examples of more-concrete differences of opinion that may crop up during our weeks of classroom discussion. Rather than risk “bogging down each session” by attempts of some in the class to change the opinion of the others, we will identify the most significant (or most interesting) differences of opinion (with relatively equal numbers on each side) – and dedicate two class sessions (notionally 07 APR & 23 APR) to a Team Debate. Rules will be established after the topics are selected. Extensive preparation will not be expected – however, each individual will receive a grade based on their overall contribution to the debate. Grade distribution will be partially determined by peer review.
Appendices to NAVS 402 – Class Policies

Class Leader: One student will be selected, as the class leader to ensure the room and audiovisual equipment are ready for instruction. He or she will also take roll and document those arriving late. Other duties may also be assigned by the Instructor – which the Class Leader can conduct and/or delegate.

Academic Dishonesty: The NROTC Honor Code states “An NROTC student will not lie, cheat, or steal.” This applies to all students in this course. Substantiated charges may result in a failing course grade and a recommendation for disenrollment from NROTC. The student may also be referred to USD officials – which could result in a university-directed probation or suspension.

Grade of Incomplete: The grade of Incomplete (“I”) may be recorded to indicate: (1) the requirements of the course have been substantially completed but, for some legitimate reason, a small fraction of the work remains to be completed, and, (2) the record of the student in the course justifies the expectation that he or she will complete the work and obtain a passing grade by the deadline. It is the student’s responsibility to explain the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of Incomplete must submit all missing work no later than end of tenth week of the next regular semester - otherwise the “I” grade will become a permanent “F.”

Military Protocol: Since this is a course primarily designed and required for NROTC students, military protocol is emphasized as a teaching point. Both NROTC and non-NROTC students must adhere to the appropriate attire regulations as prescribed by NROTC and/or the host university.

Changes: I have made every attempt to make this syllabus an accurate reflection of how I intend to teach this course over the semester. However, this syllabus should not be construed as a legal contract, and it may be subject to change over the semester, particularly with respect to the schedule. I reserve the right to make modifications as necessary – but will fully advertise those changes in class.

Responsibility: NROTC students are expected to perform at a substantially high level of maturity and responsibility. In general, it is the student’s responsibility to initiate action to resolve all personal issues and to ensure administrative matters are handled in a timely manner. The following standards will be enforced:

Absence: More than two unexcused absences will result in a failing grade for the class. Only the Instructor can authorize an excused absence. These should be requested as far in advance as is feasible. On occasion, an emergency may arise (family death or serious illness, traffic accident on your way to USD, etc). In those situations, a student is expected to make reasonable attempts to notify someone prior to the beginning of that day’s class. Based on the unique circumstances, the Instructor will determine whether that absence will be considered excused. The student remains responsible for any assignments or graded events that are due on a day of absence – and must coordinate with fellow students to learn what was discussed in class that day.

Tardiness: Punctuality is expected. If you are late, enter the classroom without disruption and discuss your reason with the instructor after class. Late entrance forfeits that day’s class participation points.

Electronic Equipment: Use of electronics (e.g. cell phones) not directly supporting the class is prohibited.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619) 260-4655 before the beginning of the course. Every effort will be made to accommodate students’ needs; however, performance standards for the course will not be relaxed in developing any specific accommodations.