

**UNITED STATES
MILITARY ACADEMY
WEST POINT, NEW YORK**

**MX400: OFFICERSHIP
COURSE SYLLABUS**

(30 Lessons)

AY 21-1

(CAO: 10 AUG 2020)

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Course Description

Officership (MX400) is the Superintendent's capstone course that gives you the opportunity to reflect upon your experience in the West Point Leader Development System (WPLDS) as you complete your transition from cadet to officer. MX400 enables you to internalize your professional identity as a commissioned officer in the Army Profession, to appreciate how your West Point experience prepares you to thrive in a complex operating environment, and to improve your ability to solve complex military problems. You will understand and apply the foundations of Officership, the Army Profession, and Mission Command. You will have time to make sense of your unique path through West Point while assessing and improving your own development. Lastly, you will hone your professional skills of critical thinking, innovative thinking, and effective communication. Upon completion of MX400, you should feel confident in your professional knowledge and your ability to synthesize concepts from select courses within the core curriculum to generate interdisciplinary approaches to realistic military problems.

Course Design

During the course, you will apply both new and existing knowledge and shared experiences to the anticipated challenges associated with the future operating environment. In order to guide this process and establish a contextual framework for learning, you will assume the role of a newly assigned platoon leader (PL) for 1st Platoon Leader, A Company, 2-14th Infantry Battalion, 2nd Brigade Combat Team (BCT), 10th Mountain (MTN) Division that will deploy to Europe for Operation COMBINED RESOLVE (OCR). OCR signals America's commitment to NATO, increases military readiness to deter potential adversaries, and improves interoperability with NATO partners. Before reporting to your specific battalion, the BCT Commander requires each officer to complete this professional development course to ensure you understand what is expected of you. Throughout this course, you will consider situations that you may face during OCR and build a professional toolkit to help the BCT prepare for its complex operating environment.

This course will enhance your professional development with the following activities:

1. **Providing new knowledge and reinforcing previously learned knowledge.** You will discuss and reflect upon the complexity of warfare, the demands of Officership, the Army Profession, Mission Command, and Moral Leadership. For most lessons, you will read new material, prepare concise notes to facilitate learning, and participate in classroom exercises intended to deepen your understanding of the material. You will also apply knowledge gained from previous classes in the core curriculum and experiences in the military program.
2. **Critically reading two books about the Army Profession.** Professionals are life-long learners who study history and practical case studies to prepare for future challenges. Professional books can be effective tools for making connections between your personal experience, another person's experience, and a future imagined experience. The stories bring professional challenges to life and help you visualize how you might handle a similar situation. Although *Platoon Leader* and *Black Hearts* are different times, places, and missions than OCR, you will compare and contrast the books to identify leadership principles that have endured the continuous evolution of modern conflict.

3. **Deliberately reflecting on course content and your experiences.** Reflection is an important part of learning and identity transformation. Reflection enables you to connect ideas, to frame content in your own words, and to imagine the future. You will reflect often during this course. Each lesson, you are required to take hand-written notes and reflect on the discussion questions. Additionally, two of the three major writing assignments for this course are reflective in nature: a self-assessment that examines your readiness for Officership and an essay that explores the challenges of moral leadership.
4. **Researching and discovering new knowledge.** Professionals seek new knowledge that enhances their professional expertise, especially in a rapidly changing world. Professionals then share that knowledge with other members of the profession to enhance everyone's understanding and expertise. Your instructor will assign each of you a topic related to one of the four fields of military expertise. You will write a memo that provides background on the assigned topic, explains the possible impact on OCR, and recommends how to integrate the topic into BCT preparations for deployment. You will share these papers with your fellow peers.
5. **Rehearsing future challenges.** Rehearsals are an essential part of preparation. Armed with the material you learn in this course and the memos from your fellow professionals, you will respond to multiple situations that are both ambiguous and complex. You will collaborate and share information before the rehearsals. You will rehearse as part of a group and as an individual through the Integrative Challenge and the Term End Examination (TEE) respectively.

By completing these activities, you should gain an in-depth knowledge of Officership and embrace your professional identity as a commissioned officer in the United States Army. You should feel confident in your ability to lead and follow through mission command and to provide moral leadership for your unit. Finally, you should feel confident in your ability to think critically and to solve complex military problems.

Course Outcomes

Officership is the expert practice of commissioned military service as an honorable servant of the nation. It includes the responsibility to serve as a steward of the Army Profession and to demonstrate Army expertise in support and defense of the Constitution, while remaining subordinate to civilian leadership and accountable to the American public.

The course outcomes support the following institutional outcomes:

1. The West Point Leader Development System (WPLDS) outcomes of Live Honorably, Lead Honorably, and Demonstrate Excellence.
2. The Dean's vision to develop cadets who think critically, internalize their professional identity, and employ their education to help build the Army and the Nation's future.
3. The Academic Program Goals related to ethical reasoning, effective communication, critical thinking, and interdisciplinary problem solving.
4. The Military Program Goals related to the Army profession and ethic, leadership doctrine, and mission command.
5. The Character Program Goals by introducing the importance of moral leadership, strengthening moral courage, and creating shared understanding of how character is integrated into all aspects of Officership.

Successful completion of MX400 will enhance your ability to achieve the following course goals:

1. **Apply** doctrinal principles to military and leadership problems.
2. **Reflect** on your West Point experience to develop expertise and strengthen character.
3. **Demonstrate** critical thinking, collaboration, and effective communication.
4. **Formulate** and **present** interdisciplinary solutions to complex military problems.
5. **Demonstrate** professional excellence with self-directed learning.
6. **Integrate** honorable service concepts into interdisciplinary solutions.

Course Administration

Your Professional Notebook: Research indicates a strong correlation between taking **handwritten notes** and conceptual learning. As such, the MX400 course standard is for you to take handwritten notes for the class material, class discussions, and guest speakers. On the first day of class, your instructor will issue you a standard green hardback notebook, exactly like the ones issued in Army units. If you have a personal preference for a similar notebook (i.e. moleskin), then you can use that in lieu of the green notebook at your own expense. This notebook is the only authorized resource for use during exams and quizzes, including the TEE.

Point Allocation: MX400 grades are based on 1,000 possible points allocated as shown below.

Key Course Event	Points
Pershing Essay (Self-Assessment)	100
Preparation Assignments	120
Group Presentations	50
Quizzes	30
Moral Leadership Reflection Essay	100
Professional Expertise Memo	100
Integrative Challenge	200
Instructor Points	100
Term End Exam	200
Total	1,000

Grade Contestation Policy: Letter grades for MX400 are assigned in accordance with the Dean's policy. If, after discussing your grade with your instructor, you still want to contest your grade, you may submit a signed memorandum to the MX400 course director, LTC Kenneth Segelhorst. The memorandum should clearly articulate why you merit a higher grade and should include a copy of the graded assignment as an enclosure. The course director will then decide whether the assignment merits re-evaluation. If so, the course director will assign two neutral instructors to regrade the paper. The assignment's final grade will be the average of these two grades, whether it be higher, lower, or the same as the original grade.

Course Material.

You must purchase the following two texts for this course:

1. McDonough, James. *Platoon Leader*. CA: Presidio Press, 1985.
2. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010.

Since MX400 is an interdisciplinary course, course material comes from a broad variety of sources to include academic journals, military and civilian professional journals, military doctrine, and news articles. The majority of course material is in the MX400 Course Reader, which is available for download via Blackboard. Readings in the MX400 Course Reader are bookmarked for easy access. Due to copyright and fair-use policies, some readings cannot be included in the MX400 Course Reader and must be accessed through library hyperlinks, which are listed in the syllabus for your convenience.

Major Writing Assignments

Writing-in-the-Profession (WiP): This class serves as a WiP course in the West Point Writing Program (WPWP) and prepares you to reason and communicate successfully as an Army officer. **The Signature Writing Event (SWE) for MX400 is the Pershing Essay.** To prepare for this assignment, reference the writing assessment form on pages 8 thru 10 of this document. The writing assessment form clearly outlines how your instructor will evaluate your writing. To further support your development as a writer, you will conduct a self-assessment of your writing. Additionally, your instructor will provide you with timely, detailed, and personalized feedback. Your instructor will assign two grades for this assignment: your MX400 grade (out of 100 points) and an SWE assessment grade that serves as evidence of your proficiency as a writer. **Cadets whose initial SWE submissions are marked non-proficient by instructors must revise their work to the instructor's satisfaction, or they will fail the course.** More information about the WPWP, its underlying principles, and specific requirements is available at westpoint.edu/wpwp.

The Mounger Writing Support Center (MWC): The MWC is a subcomponent of the Writing Program and a valuable resource for you to consider. Located on the second floor of Jefferson Hall, the MWC sponsors one-on-one consultations, group workshops, and special events for all Cadets. All sessions are led by cadet, faculty, or postgraduate writing fellows ready to meet you wherever you are in the writing process and work with you on any kind of writing, to include papers, research essays, and presentations. Conversations at the MWC are designed to help all writers express themselves more clearly, forcefully, and effectively. Learn more at westpoint.edu/wpwp or schedule an appointment at usma.mywconline.com. **Cadets are required to cite all sessions with the MWC** in their final work according to official guidance in the Documentation of Academic Work (DAW).

Proper Documentation for Written Work: Although some courses at West Point do not require citation of material from the course text, your writing is legitimized by acknowledging the ideas of published authors from various fields. Your bibliography helps readers find and check the information you reference in your writing or find other relevant information; the original authors also deserve credit for their ideas. For these reasons, for the three major MX400 writing assignments, you are required to cite paraphrases and direct quotes from all sources, to include those in the MX400 Course Reader. Since the MX400 Course Reader is a compilation of works written by different authors, do not cite the Course Reader itself; cite the original source.

Major Writing Assignments Format and Guidelines: The three major writing assignments are the Pershing Essay, Moral Leadership Essay, and Expertise Memo. The following standards apply:

- Complete an essay outline and writing assessment form and include them behind the cover page.
- Adhere to Chicago-style guidelines.

- Cite your sources using Chicago-style footnotes and bibliography.*
- Add the following at the bottom of the standard Chicago-style cover page: your signed acknowledgement statement and word count for your essay.
- The following do not count toward the assignment word limit: cover page, outline, grading rubric, bibliography, appendices, and graphics.
- Use Arial 12-point font and double spacing.*
- If your instructor requires a hardcopy, staple the paper together using one staple in the upper left corner.

Useful citation references. The Purdue Owl website is a useful reference for Chicago style citations. <https://owl.english.purdue.edu/owl/resource/717/01/>. For military sources such as field manuals, Naval Postgraduate School's Dudley Knox Library provides useful guidance. This is located at <https://libguides.nps.edu/citation/chicago-nb>.

Citing Periodic Development Reviews (PDR). MX400 requires you to cite PDRs for specific assignments. To cite a PDR, use the following format. If cadet John Smith conducted a PDR on CDT Jane Roberts on April 2, 2015, cite in the following format:

- *Notes:* John Smith, *Periodic Development Review (PDR) of Cadet Jane Roberts*, West Point, NY, April 2, 2015).
- *Bibliography:* Smith, John. *Periodic Development Review (PDR) of Cadet Jane Roberts*. West Point, NY. April 2, 2015.

Assignment Submissions: In accordance with the Dean's COVID guidance, cadets will submit their assignments digitally. Submit the three major writing assignments digitally via Blackboard SafeAssign. When using SafeAssign, submit your work as two separate files. The first file will consist of your coversheet, honor statement, rubric, and outline. The second file will consist of your assigned essay. Submitting your assignments as two separate files will help prevent your essay from registering as a "false positive" for academic dishonesty. For all other assignments, follow your instructor's guidance. Assignments are due no later than the start of class on the assigned due date. Failure to meet this suspense will result in a 20% penalty with an additional 20% deducted every 24-hours. The course director will consider extenuating circumstances related to health or unexpected personal events on a case-by-case basis. Thayer weeks, poor time management, and/or procrastination are not considered extenuating circumstances. If you decide to miss a suspense, notify your instructor of your intent.

Writing Assessment Form (*Used for All Three Major Writing Assignments*)

STUDENT NAME:			INSTRUCTOR NAME:			DATE:				
Writing includes substance (content and critical thinking), organization, style, and presentation.										
Overall Grade Points: _____					Overall Letter Grade: _____					
F <67	D 67-69.9	C- 70-72.9	C 73-76.9	C+ 77-79.9	B- 80-82.9	B 83-86.9	B+ 87-89.9	A- 90-92.9	A 93-96.9	A+ >97
Instructor Comments										
Student Comments										
Be precise in your self-assessment – use the rubric on the back to explain your strength and area to improve										
I believe my greatest strength as a writer is . . .										
I believe my greatest area to improve as a writer is . . .										
Cognitive Level Attained ↓ (Higher levels include characteristics of lower levels)			Elements of Thought				Universal Intellectual Standards +2			
CREATE – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure.			Purpose of reasoning (why). Question - Figure something out, settle a question, solve a problem. Assumptions – Beliefs taken for granted, often subconsciously. They shape point of view. Point of view also shapes certain types of assumptions.				Clarity – Understandable, meaning can be grasped. Accuracy – Free from errors or distortions, true. Precision – Exact to the necessary level of detail.			
EVALUATION – Make judgements based on criteria and standards.			Point of view – The place from which you view something impacts "what" you see and "how" you see or interpret it. Every point of view has strengths and weaknesses.				Relevance – Relating to the matter at hand. Depth – Containing complexities and multiple interrelationships.			
ANALYSIS – Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.			Information – Data, facts, observations, experiences one uses to figure things out. Concepts – Ideas, theories, laws, principles, or hypotheses used to make sense of things.				Breadth – Encompassing multiple viewpoints / perspectives. Logic – The parts make sense together, no contradictions or fallacies.			
APPLY – Carry out or use a procedure in a given situation; use of knowledge to solve problems.			Inference – Interpretation or conclusions drawn from information. Implications and Consequences – Implications are truths that logically follow from other claims or truths. Implications follow from thoughts and are often subconscious. Consequences follow from action and can be positive or negative.				Significance – Focusing on the important, not trivial. Fairness – Justifiable, not self-serving or one sided.			
UNDERSTAND – Demonstrate understanding of material – interpret, exemplify, classify, summarize, infer, compare, and explain.							Completeness – not lacking essential components. Concision – No unnecessary words.			
REMEMBER - Recall of specific information.										

Student Self-Assessment		Instructor Assessment			
		Exceptional	Satisfactory	Unsatisfactory	
SUBSTANCE – Content is complete, accurate, precise, and relevant. Conclusions based on sound logic and convincing analysis of credible and relevant evidence.					
<i>Points</i>	Content is complete, accurate, precise, and relevant.				<i>Points</i>
____ / 30	<p>Introduction is well written and compelling (identifies significance), places the subject in context and provides a purpose. Thesis clearly and concisely captures the question and conclusion. Content is complete (addresses all aspects of prompt). Evidence and other information (facts, assumptions, use of concepts / theories) is accurate (true, correct), precise (specific, appropriate level of detail), and relevant. Exemplified when appropriate with superb examples and illustrations and well-integrated into the text (enhances clarity). Conclusion clearly and concisely sums up paper (restates thesis and main points) in an interesting and thought-provoking way. Completed essay outline and self-assessment rubric.</p>	<p>Introduction is overly broad or narrow. Thesis is unclear or lacks precision and completeness. Small omissions or inadequacies in content, but adequately covers the written requirement and needs of the reader. Evidence and other information contain minor inaccuracies, but primarily accurate and precise. May occasionally include irrelevant details or omit important details. Exemplified with examples and illustrations when appropriate, explanations and descriptions are almost always clear and precise. Conclusion somewhat wordy, unclear, or overly repetitious.</p>	<p>Introduction is absent or fails to provide relevant context. No thesis. Required content is missing. Significant pieces of evidence and other information are inaccurate, imprecise, or irrelevant. Helpful examples and illustrations are poorly explained and integrated, reducing clarity and strength of communication. Conclusion absent or weak.</p>	____ / 30	
<i>Points</i>	Analysis, Problem-Solving, and Conclusions				<i>Points</i>
____ / 40	<p>Attains highest cognitive level that is appropriate to the assignment. Essay applies concepts with accuracy and precision to complete insightful, original analysis of credible and relevant information. Clearly explains logical connection between inferences (interpretations or conclusions) and information. Depth – Exceeds the standard in achieving identifying and addressing difficult factors and complexity). Breadth – Incorporates broad spectrum of course concepts and points of view. Demonstrates strong awareness of assumptions. Considers and fully addresses alternative points of view and counter-evidence (fairness), implications and consequences (depth), and/or ethical considerations.</p>	<p>Attains an adequate cognitive level appropriate to the assignment. Thorough analysis, though perhaps not as insightful or original as it could be. Applies concepts with minor inaccuracies or insufficient precision. Inferences are adequately supported by information clearly explained. Depth – Difficult factors are addressed but not comprehensively explored. Breadth – applies multiple course concepts. Alternative points of view and counter-evidence, implications and consequences and/or ethical considerations are identified but not fully addressed.</p>	<p>Remains at a low cognitive level. Analysis superficial in multiple areas; weak connection between inferences and evidence. Applies concepts with significant or repetitive inaccuracies and general lack of precision. Depth - Fails to identify or address difficult factors; or addresses them superficially. Breadth – limited to no use of course concepts. Fails to identify or address alternative points of view and counter-evidence (fairness), implications and consequences (depth), and/or ethical considerations.</p>	____ / 40	
<i>Points</i>	ORGANIZATION – Clarity and Logic				<i>Points</i>
____ / 10	<p>Paper overall demonstrates coherent organization with logical and orderly flow of ideas (Intro, Body, and main points, Conclusion). Individual sections/paragraphs demonstrate coherent organization with logical flow of ideas (TTEW - Transition, Topic Sentence, specific Evidence, analysis and deeper detail, and brief Wrap up). Smooth transitions between ideas.</p>	<p>Paper overall demonstrates generally coherent organization. Most paragraphs present a consistently logical flow. Some transitions may be awkward or absent.</p>	<p>Paper overall lacks structure and coherence. Multiple paragraphs are disorganized and many contain multiple big ideas. Majority of transitions awkward or absent.</p>	____ / 10	

Student Self-Assessment		Instructor Assessment		
Exceptional		Satisfactory	Unsatisfactory	
Points	STYLE: Models style suitable to the genre or discipline with regard to tone or diction. Clear, concise, accurate, and engaging writing.		Points	
<u> </u> / 10	<p>Style – Tone: Active voice predominates, consistent subject-verb-object pattern. Paper uses appropriate tone for audience & purpose.</p> <p>Style - Diction: Paper uses appropriate diction (language/vocabulary) - no idioms, no technical jargon, acronyms spelled out first time used.</p> <p>Style - Sentence and word choice: Sentences track clearly even to rapid reader. Creative and varied sentence types, deliberately chosen – engages the reader. Language is concise (e.g. no unnecessary wind up or introductory phrases, or general wordiness). Words are precise (specific, not general or vague) and accurate.</p>	<p>Style – Tone: Unnecessary passive voice, tone is slightly inconsistent or off target; lacks polish and directness.</p> <p>Style - Diction: Occasional idioms, jargon, or undefined acronyms.</p> <p>Style - Words and sentences: Mostly simple sentences, easy to read; limited creativity. Some sentences poorly structured and awkward, overly complex or long. Some language is imprecise but generally understandable.</p>	<p>Style – Tone: Excessive use of passive voice, tone too casual (unprofessional) or overly formal (mechanical and boring).</p> <p>Style – Diction: Routine idioms, jargon, acronyms.</p> <p>Style – Word and Sentence Poorly structured sentences - language is awkward, hard to read. The reader must backtrack to understand the writer’s meaning, or reader cannot understand the meaning. Language is extremely wordy and often imprecise.</p>	<u> </u> / 10
Points	MECHANICS and CORRECTNESS: Errors or awkwardness that are present do not significantly impede understanding. Adheres to conventions in formatting. Documentation is correct and complete according to applicable standard.		Points	
<u> </u> / 10	<p>Correctness - Grammar and Spelling: Paper uses correct grammar, punctuation, spelling and capitalization; avoids typos.</p> <p>Mechanics - Sentences: No fragments or run on sentences. Verb tense (past, present, future) is appropriate for sentence and consistent (parallelism) within sentence. No sentence shifts: subject (e.g. "student" to "you"), person (1st, 2nd, or 3rd) or verb (active to passive)</p> <p>Formatting:* Paper is properly formatted: In accordance with Chicago Style (title, page # top right corner, size 12 Arial font and double spacing, 1-inch margin, punctuation inside quotes) and DAW (signed cover sheet). In accordance with assignment instructions and word limit requirement.</p> <p>Documentation: Body of paper - Documentation is complete, consistent and correctly formatted in Chicago Style footnotes. Bibliography is complete and correctly formatted according to Chicago Style.</p>	<p>A few departures from the published standard of grammar, spelling, mechanics, and/or formatting, but not enough to confuse or distract the reader; appears professionally written.</p> <p>Documentation is complete, but inconsistently or incorrectly formatted.</p>	<p>Departures from the published standard of grammar, spelling, mechanics, and/or formatting significantly confuse or distract the reader and appears unprofessional.</p> <p>Documentation is incomplete or absent.</p>	<u> </u> / 10
*For Professional Expertise Memo – Formatting instructions in the prompt and AR 25-50 supersede any contradictory specifications in this rubric.				

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**Major Course Writing Assignments
&
Key Developmental Events**

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The General John J. Pershing Reflective Essay (100 points)

“What the Academy stands for, has always been my guide throughout my military career, and to have approached the high ideals of duty, honor, and service to country that are the real spirit of West Point has to me a meaning that nothing else has. The longer I live, the further I have gone in the Service, the more I reverence the things that inspire the heart and soul... at West Point.”

—General John J. Pershing

The Pershing essay is a reflective essay to further your own development. The purpose of the essay is to increase self-awareness of your strengths and weaknesses and empower your ownership of your continued growth and development to become the best officer you can be. This essay allows you to consider your personal experience within the West Point Leader Development System (WPLDS) and intentionally builds upon a PL300 assignment, which you can reference as you complete this reflection exercise.

WPLDS Context: For the majority who have already taken PL300, this provides an opportunity to build upon your reflection from that course. For others, this may be a starting point.

Your PL 300 Journey Line answers the question, “Who am I?” and, “How did I become this person?” You identified some core values and your purpose in life, and their impact on your ability to lead. Your PL 300 Leader Self-Assessment answered the question, “Where am I now as a leader?” You answered this by comparing your most recent Periodic Development Review (PDR) self-assessment to how others rated you over time. In your Leadership Philosophy Paper, you answered the question, “How will I lead?” and identified your most important beliefs about effective leadership. Finally, during Cadet Leader Development (CLD) you began to translate these thoughts into actionable goals as you started your Individual Development Plans (IDP).

The Pershing Essay moves beyond leadership to the broader topic of Officership. Using material from the first ten lessons of MX400, you will assess your readiness for Officership within the Army Profession and for facing the unique challenges of the current and future operating environment. You will consider how WPLDS has contributed to your development and make a detailed plan for continued development.

Preparation: Quality reflection requires significant time spent in deep critical and creative thinking to make sense of past success or failure, accurately understand one’s current state, deepen understanding of relevant concepts, and develop an effective plan to move forward. To prepare for this assignment, review your PDR and IDP. Analyze its components, and other formal and informal feedback to reflect on your personal experiences. Review course concepts that provide context for Army Officership. This assignment is **limited to 2,000 words**.

Prompt: In the paper, evaluate your overall state of readiness for Officership today. To support your evaluation, describe the challenges of Army Officership in the 21st century. Then, identify the one strength that most empowers you to live honorably, lead honorably, and demonstrate excellence in this context. Identify one weakness that most limits your potential as an officer in this context.

For both your strength and weakness: evaluate the accuracy of your assessment based on the data you used, to include PDR Summary Report, IDP, and any opposing evidence; explain how your current state empowers or limits your ability to face specific current and future Officership demands; and explain a life experience or personal choice that significantly strengthened or weakened you in this area.

Finally, apply the Leader Growth Model to generate an action plan to develop your greatest weakness over the next several months. In an appendix, (not counted against the word limit) include a single-page screenshot of your PDR Summary Report (versions 2 and 3). In an additional appendix, include a copy of your IDP.

Superior Pershing Essays are considered for the **Pershing Writing Award**.

NOTE: This assignment serves as the SWE for MX400. As such, you are required to upload this assignment separately onto both the MX400 Blackboard site and to your WPWP e-portfolio. **Note: You must achieve a minimum SWE rating of “Proficient” to pass MX400.**

Moral Leadership Reflection Essay (100 points)

The Moral Leadership essay is a reflective essay to further your development. The purpose of this essay is to increase self-awareness of your strengths and weaknesses as a moral leader to empower you to strengthen yourself and others. In this essay you will assess the current state of your moral self, how you arrived at this state, and create an action plan how to strengthen yourself moving forward.

WPLDS Context: Officers must learn how to provide moral leadership in their organization. This includes being moral yourself, strengthening yourself and your subordinates to face moral challenges, and creating a positive ethical climate and culture.

Developing Leaders of Character (DLC) describes a “culture of character growth” where cadets “hold each other accountable, establish and maintain a positive culture, and subordinate themselves to the welfare of the larger team/organization.”¹ Achieving such a culture is easier said than done. The models presented for building moral strength and moral development suggest a variety of explanations for why individuals choose the “easier wrong” over the “harder right,” and suggest that one’s moral potency varies “across contexts . . . and is influenced by . . . leadership and culture.”² While acknowledging the influence of environment on the individual, our profession also holds individuals accountable for their actions and expects them to resist the corrosive effects of high-stress environments.

Preparation: To prepare for this assignment, reflect on situations that you have failed to live honorably or lead honorably to your fullest potential. Living honorably and leading honorably is much broader than simply adhering to the Honor Code. Reflect on where you may struggle to choose the harder right. Consider the full spectrum of moral shortcomings – moral implications can be found in actions you take daily. For example, values such as respect, duty, selfless service, and personal courage may be exhibited to varying degrees without achieving perfection. And within loyalty a tension often exists with who or what we are most loyal too. This assignment is **limited to 2,000 words**.

Prompt: In this paper you will **choose one of two** options:

1) **Individual Assessment:** Describe a recent situation where you failed to take a moral action. Analyze the experience with one of the two models for moral strength or moral development and identify which areas of personal weakness impacted your failure. Reflect on the impact of your action on the organization. Finally, develop a plan of action to strengthen this area for future challenges.

OR

2) **Leadership Assessment:** Assess the morality of your actions in a current or previous leadership role. Apply one of the two models for moral strength or moral development to discuss your impact on the moral culture and climate of the unit, to include at least one action that strengthened and one action that weakened the ethical climate or culture within your organization. Reflect on the impact of your leadership on the organization. Finally, develop a plan of action to strengthen your ability to provide moral leadership in the future.

NOTE: Your instructor is **NOT** authorized to offer amnesty regarding violations of the Cadet Honor Code. If you choose to write about any violation of the Honor Code, instructors are responsible for proper stewardship of the honor system and our profession.

¹ United States Military Academy, *Developing Leaders of Character*, Office of the Superintendent, 2018, 26.

² Patrick J. Sweeney, Matthew W. Imboden, W., and Sean T. Hannah. “Building Moral Strength: Bridging the Moral Judgment-Action Gap,” *New Directions for Student Leadership*, no. 146, (Summer 2015), 356.

Professional Expertise Memorandum (100 points)

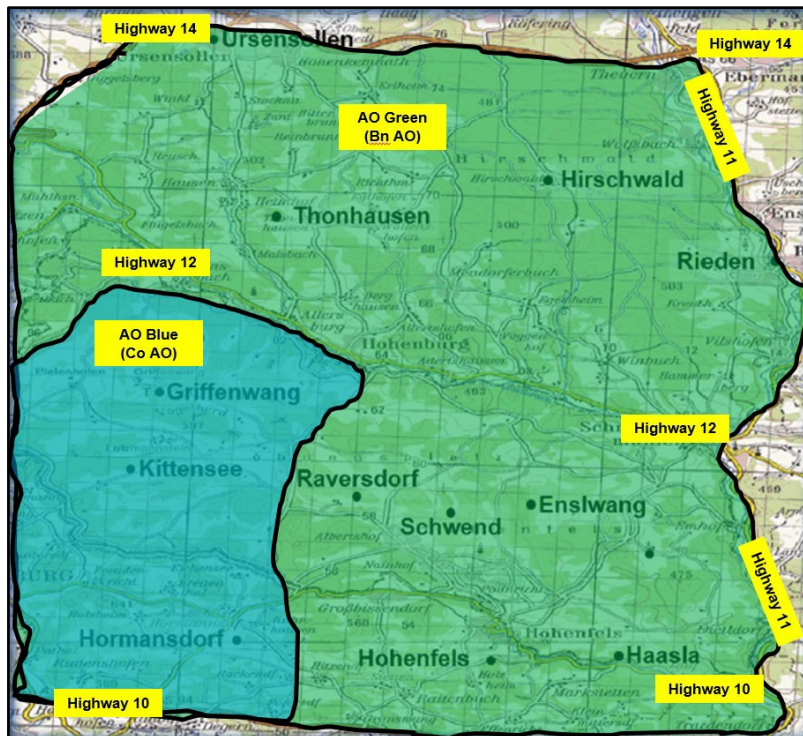
The Professional Expertise **memo** requires critical analysis and evaluation of a military challenge or opportunity through the lens of the four fields of expertise. The purpose is to develop your individual critical thinking skills within the context of contemporary military challenges and opportunities, and to develop your ability to **concisely** communicate your findings and recommendations to fellow leaders. This memo will also help you and the entire class prepare for the Integrative Challenge.

WPLDS Context: The Dean’s overarching goal for the academic program is that “graduates integrate knowledge and skills from a variety of disciplines to anticipate and respond appropriately to opportunities and challenges in a changing world.”³ At the individual level, this requires a broad base of knowledge and skills to draw upon, critical thinking capacity and skills to analyze and evaluate the situation, and the ability to quickly conduct research and learn relevant new knowledge in the four fields of expertise. As a member of the profession of Arms, you must identify and think through the ethical implications of each situation. Furthermore, as an officer and leader, you must clearly, concisely, and persuasively inform others of your conclusions, to include superiors, peers, and subordinates.

Assignment Context: You are a newly assigned 2nd lieutenant in the 2nd Brigade Combat Team (BCT), 10th Mountain Division that will deploy to Europe for Operation COMBINED RESOLVE (OCR). OCR signals America’s commitment to NATO, increases military readiness to deter potential adversaries, and improve interoperability with NATO partners. Before reporting to your specific battalion, the BCT Commander requires each officer to complete a professional development course. Part of this course is planning and preparing for a realistic platoon-level mission and some of the specific challenges and opportunities you and your unit may face. You will share your research, analysis, and findings with other company- and battalion-level leaders in the BCT to further the organization’s collective understanding of the situation and help inform how the BCT prepares for deployment.

Mission: You are a PL in 1st PLT, A Co, 2-14th IN BN, a light infantry platoon in 2 BCT, 10th MTN Division. In the last 30 days, the Skolkan Alliance has invaded Germany, pushing as far west as the western border of Kittensee County. Your brigade is part of a response force preparing to deploy to western Germany. Upon arrival in Germany, your battalion’s mission is to attack enemy forces in Area of Operations (AO) Green in order to defeat the enemy within the battalion’s AO, then secure the AO and transition to stability operations. Your company’s mission is to attack enemy forces within AO Blue in order to defeat enemy forces within the company AO, then secure the AO and transition to stability operations. Your company AO contains three major population centers: Griffenwang, Kittensee, and Hormansdorf. Your platoon is the main effort, tasked to attack enemy forces in order to defeat them in AO Kittensee and then secure the AO and transition to stability operations. Your platoon is augmented with a Polish infantry squad.

³ United States Military Academy. “Educating Army Leaders: Developing Intellect and Character to Navigate a Diverse and Dynamic World,” 2017, 7.



Preparation: Read the following to inform your initial understanding of the situation. These assessments were completed 60 days ago, prior to the Skolkan Alliance invasion. The Alliance’s frontline now borders the western side of Kittensee County. (NOTE: OCR reading material is available on Blackboard)

- Operational Environment Assessment: Kittensee County, Germany (pp. 6-21).
- Micro-OEA: Kittensee (pp. 22-25)
- Micro-OEA: Griffenwang (pp. 26-29)
- Read your assigned prompt and article (Note: Your instructor will provide you the assigned topic and an article related to the topic NLT LSN 23).

Read your assigned topic and corresponding article(s) and identify the primary challenge or opportunity your unit is facing related to this topic based on the OCR context and your assigned mission. Your topic will fall primarily within one of the following fields of expertise: military and technical, political, and cultural, moral and ethical, or leader and human development.

Prompt: In the memo, summarize the primary challenge or opportunity your unit is facing regarding your assigned topic. Analyze and evaluate the challenge or opportunity and its impact at the company and platoon level with specific concepts from MX400, your other West Point courses, and your own independent research. Identify and address at least one ethical challenge related to the topic. Recommend a way forward to prepare your unit to face the challenge or exploit the opportunity.

You must complete this task within the **2,000-word limit** and **in accordance with the guidelines and format specifications in Army Regulation (AR) 25-50**. You are required to cite your sources with Chicago-style footnotes. Include both the bibliography and writing assessment form, with completed self-assessment, as official enclosures to your memorandum.

Integrative Challenge (200 points)

The MX400 Integrative Challenge requires you to apply your entire interdisciplinary education to think critically, collaborate, and communicate effectively to address realistic challenges and opportunities you may face as an officer. You will do this within the context of Operation COMBINED RESOLVE and under the stress of a time constraint. The purpose of the exercise is to develop and assess your mastery of expert knowledge across the four fields of expertise and your skills and abilities related to critical thinking collaboration, and communication.

Context: This assignment builds on your preparation for the Professional Expertise memo. Your platoon is now in Germany executing its previously assigned mission (refer to the Professional Expertise memo assignment to review the mission). Throughout the Integrative Challenge exercise, you will prepare for and react to scenarios during two phases of the operation: offensive operations to defeat enemy forces and stability operations to secure your platoon's AO. Each scenario you face is related to one of the Professional Expertise memos you or your classmates submitted. You are expected to work collaboratively to deepen your team's understanding of the issue at hand.

Assessment

The assessment for the Integrative Challenge has three parts:

- 1) The instructor will assess your team on its collective ability to think critically.
- 2) You will assess your teammates on their ability to effectively collaborate.
- 3) Peer observers and instructors will assess your individual preparation, your ability to adapt and think on your feet as you respond to twists, and your ability to communicate.

Critical Thinking: Critical thinking involves separating fact from opinion, identifying and evaluating the quality of the evidence that supports one's beliefs, interpreting information, drawing conclusions, and assessing the implications and consequences of those conclusions. Each of these thought processes is influenced by the amount and type of information available, our assumptions, and our unique point of view. Our personal ego and unconscious biases can also interfere with good thinking.

Interdisciplinary thinking supports critical thinking. It is thinking about a situation through the lens of more than one discipline or experience. Integration of disciplines is a means to uncover new information and hidden assumptions by changing one's point of view.

Your team will be assessed on your collective ability to identify the most important issue, evaluate your situation through multiple points of view stemming from your academic courses and WPLDS experiences, assess the weaknesses of the logic and evidence supporting your answer, and identify possible unintended consequences of your recommended solution.

Collaboration: Collaboration is a process that involves sharing information (e.g. facts of the situation), sharing one's unique perspectives (how you interpret the information), question each other's assumptions (we spot assumptions of others easier than we spot our own), and exchanging ideas (in this case, important issues, core USMA courses and experiences, and unintended consequences with your proposal) Collaboration is critical thinking that harnesses the collective power of a group; it is **NOT divide-and-conquer** (e.g. each person taking on one part of the task – that is merely coordination). Good collaboration results in more effective thinking, not necessarily more efficient thinking. It requires healthy skepticism, the ability and commitment to ask tough questions, openness to new ideas and strong

interpersonal tact. Your teammates will assess the overall value you added to the group as a collaborator in a peer evaluation.

Communication: Effective communication is bottom line up front, clear, concise, accurate, and presented with a logical flow. It is presented confidently and with proper professional bearing. Verbal communication is strengthened with effective visual images.

Your peers and other observers will assess you on these qualities based on your performance during the Integrative Challenge. Your instructor will make the final determination on your individual grade.

Your ability to communicate contributes to your individual assessment, along with your overall preparation (how well you know your team's answers) and mental agility (thinking quickly on your feet).

Integrative Challenge Concept

Preparation. Instructors will assign each cadet to one of four teams, each with three to four members. The presentation dates are annotated on the "Lesson Schedule" in the MX400 Syllabus.

The lesson before a group's Integrative Challenge presentation, team members will receive a set of two realistic military scenarios for them to consider. Each team is expected to collaboratively think through the situation, identify the most important issue(s), and recommend a course of action. The group may draw upon information found in the Professional Expertise memo and conduct additional research as required.

Execution.

Peer evaluations. At the start of class, prior to initiating the Integrative Challenge, cadets will complete the peer evaluation form. The purpose of the peer evaluation is to assess the quality of the collaborative effort each cadet contributed while preparing for the integrative challenge and provide development feedback to each cadet.

Peer observer forms. While the team is filling out peer evaluations, the instructor will pass out peer observer forms to other members of the class. The instructor will assign members of the class to observe one member of the participating team, allowing each cadet to receive feedback from two to three peers. The observer's task is to accurately rate their assigned cadet on each of the five competencies and provide at least one substantive and precise sustain and improve.

Integrative Challenge Begins. After this is complete, each team will present their response to their assigned scenario in a five-minute briefing to the class. The team may use up to five slides (the cover slide does not count in the five-slide limit) for the presentation. All team members must contribute to the briefing. The briefing must address the following questions:

- Describe and prioritize the three most significant challenges.
- Frame your understanding of the scenario with the Army's four fields of expertise and relevant concepts that fall within each.
- Provide at least two courses of action you could take.
- What are the potential unintended consequences of your courses of action?

Upon conclusion of the team's briefing, members of the evaluation committee, consisting of your instructor and outside guests, will challenge the team's recommendation for the next ten minutes. The committee may challenge the team, or individual team members, in several ways:

- Challenge the quality of critical thinking the team used to arrive at and defend a course of action.
- Provide scenario injects that require Cadets to “think on their feet” and adapt to overcome challenges in a timely manner.
- Require the members of the team to integrate and apply other MX400 and other core course concepts that are relevant to the scenario.

Upon completion of the first scenario, the instructor will direct the team to present their response to their second scenario in the same manner as the first.

Conclusion. At the conclusion of the integrative challenge, the instructor will lead an AAR and provide verbal feedback to the challenge team.

Coordinating Instructions.

Timeline.

00-10	Introduction, Set up and Peer Evals
10-25	1st Team – Scenario 1
25-40	1st Team – Scenario 2
40-55	2nd Team – Scenario 1
55-70	2nd Team – Scenario 2
70-75	AAR

Point Breakdown.

Peer Evaluation	25
Individual Assessment	75
Team Assessment	100
TOTAL POINTS	200

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Course Preparation Assignments

Preparation Assignment 1

Writing Summary: Multi-Domain Operations (40 points, due LSN 5)

Overview: In this assignment you will analyze *The US Army in Multi-Domain Operations* through the lens of General McMaster's continuities or fallacies. The purpose of this assignment is to hone your critical thinking skills while deepening your understanding of future warfare challenges and the strengths and weaknesses of the Army's current conceptual plan to address those challenges.

Context: This is the first of five homework assignments designed to deepen your thinking and reflection about complex ideas and concepts related to the Army profession.

Preparation: Your instructor will assign you either a "fallacy" or a "continuity" from General McMaster's article. Ensure you understand the relevance of your assigned fallacy/continuity to Multi-Domain Operations (MDO) and the Operation COMBINED RESOLVE operating environment.

Prompt: Analyze Multi-Domain Operations (MDO) through the lens of your assigned fallacy or continuity and answer one of the following questions:

1) Fallacy Question: *What ideas or components of Multi-Domain Operations may have been designed without considering your assigned fallacy? Envision yourself as a leader employing the concepts in Multi-Domain Operations during Operation COMBINED RESOLVE – how might this system lead decision-makers to “fall for” your assigned fallacy?*

2) Continuity Question: *Which ideas in Multi-Domain Operations seem out of place? What ideas or concepts are currently missing that must be considered to prepare for Operation COMBINED RESOLVE? Justify your answer with evidence and sound reason.*

You will complete this assignment in 500 – 1,000 words.

Format: Format in accordance with guidance provided in the MX400 syllabus for writing assignments with the following exceptions:

- Coversheet and citations pages are not required for this assignment.
- Place your name and section number in the top left margin of your paper.

Assessment criteria:

- Paper is easy to understand in a single reading – **clear, concise, and complete**, written with a **logical** flow.
- Course concepts are applied with **accuracy** and **precision**.
- **Depth** of thought.

Preparation Assignment 2

Writing Summary: Oath Analysis (40 points, due LSN 7)

Oath of Commissioned Officers

"I, _____, having been **appointed** an **officer** in the Army of the United States, in the grade of second lieutenant, do **solemnly swear** (or affirm) that I will **support** and **defend** the Constitution of the United States against all **enemies**, foreign and domestic, that I will **bear true faith** and **allegiance** to the same; that I take this **obligation freely**, without any mental **reservations** or purpose of **evasion**; and that I will well and **faithfully** discharge the duties of the **office** upon which I am about to enter; So help me God."

Overview: In your own words, rewrite the Oath of Commissioned Officers. The purpose of this assignment is to better understand the oath you will take and internalize your commitment to the Profession of Arms.

Context: Cadets take several oaths throughout your experience at West Point: R-Day, Affirmation prior to their Second-Class year and finally the Oath of Commissioned Officer upon graduation. This binding oath will guide you throughout your entire Army career.

Prompt: You will complete this assignment in three steps. First, properly define each of the key words (in bold above) to deepen your understanding of the oath. Then, in a single paragraph, rewrite the oath in your own words. Finally, in the last paragraph, answer the following questions: Why is the oath a public event? What does this all mean to you?

You will complete this assignment in 500 to 1,000 words.

Format: Format in accordance with guidance provided in the MX400 syllabus for writing assignments with the following exceptions:

- Coversheet and citations pages are not required for this assignment.
- Place your name and section number in the top left margin of your paper.

Assessment criteria:

- Paper is easy to understand in a single reading – **clear, concise, and complete**, written with a **logical** flow.
- Course concepts are applied with **accuracy and precision**.
- **Depth** of thought.

Presentation (Groups 1 and 2)

Platoon Leader (50 points, due LSN 13 & 14)

Overview: In this collaborative assignment, **Team 1** and **Team 2** will analyze an assigned portion (see below) of the *Platoon Leader* readings to gain a deeper understanding of what happened and why in this case study. You will consider how these lessons learned apply to the future operating environment and present your findings to the class to contribute to deeper discussions on the topic. The purpose of this assignment is to sharpen your skills at critical thinking as part of a collaborative group, practice your verbal communication skills with a formal presentation, and deepen classroom discussion.

Context: In previous course assignments, your individual critical thinking and communication skills were assessed and developed. This assignment progresses towards collective critical thinking and collaboration. Use concepts from MX400 and other courses to analyze lessons from the past (leading a platoon in Vietnam), extract enduring principles, and apply them to the future (Operation COMBINED RESOLVE).

Preparation: First, reflect on all the information you have learned so far about Operation COMBINED RESOLVE (OCR) from various classroom videos or discussions. Then, orient yourself to the context from OCR you will use for the Integrative Challenge. Read pages 6-29 from the OCR Operational Environment Assessment: Kittensee County, Germany (31 December 2017). Assume you will be operating in vicinity of Kittensee and Griffenwang cities. These readings highlight various mission and operational variables pertaining to different fields of military expertise. Next, each group must critically read their assigned *Platoon Leader* lesson:

- **Team 1** (Chapters 14-20): Presentation Due Lesson 13
- **Team 2** (Chapters 21-Epilogue): Presentation Due Lesson 14

Prompt: Analyze the reading for your assigned lessons and prepare a presentation. Include the following:

1. Integrate concepts from prior coursework and your experience to analyze and explain lessons learned.
2. Connect the lessons in your assigned chapters to other concepts learned in MX400.
3. Draw parallels from your assigned chapters and related material in OCR; apply these lessons to platoon level leadership in OCR.
4. Provide at least 1 open-ended question for the class to provoke thought and discussion.

Format: Each group will provide a presentation and every member of the group must present. Your instructor has the discretion to impose reasonable time-limits on your brief; no presentations will exceed 30 minutes.

Assessment criteria: Your instructor will assess the quality of your team's collaboration, as demonstrated by the depth and logic behind your conclusions and proposals. You will also be assessed on your verbal and visual communication skills and your ability to generate thoughtful discussion within the class.

Preparation Assignment 3

Writing Summary: Unlimited Liability (40 points, due LSN 18)

Overview: In this assignment you will summarize the concept of unlimited liability and describe its application to how you will execute your duties and responsibilities as an Army Officer. The purpose of this assignment is to further understand the sacrifices one must be prepared to make to serve honorably in the profession of Arms, to include the impact on families.

Context: Membership in any profession comes at a cost. The concept of unlimited liability highlights the unbounded costs to the profession of arms. Wrestling with these concepts now will deepen your understanding of the commitment you incur upon taking the oath.

Preparation: Start with the article “Unlimited Liability and the Military Covenant,” then complete the other assigned readings for this lesson.

Prompt: Based on the readings, comprehensively explain what Unlimited Liability is and why it is important to understand as an Army Officer and leader.

You will complete this assignment in 500 – 1000 words.

Format: Format in accordance with guidance for a paper in the MX400 Syllabus with the following exceptions: coversheet and citations pages are not required for this assignment. Place your name and class period at the top left corner of your paper.

Assessment criteria:

- Paper is easy to understand in a single reading – **clear, concise, and complete**, written with a **logical** flow.
- Course concepts are applied with **accuracy** and **precision**.
- **Depth** of thought.

Presentation (Groups 3 and 4)

Black Hearts (50 points, due LSNs 22 & 25)

Overview: In this collaborative assignment, **Team 3** and **Team 4** will analyze an assigned portion (see below) of the *Black Hearts* readings to gain a deeper understanding of what happened and why in this case study. You will present your findings to the class to contribute to deeper discussion on the topic. The purpose of this assignment is to sharpen your skills at critical thinking as part of a collaborative group, practice your verbal communication skills with a formal presentation, and deepen classroom discussion.

Context: This assignment continues to build on the collaborative critical thinking skills you honed during the *Platoon Leader* assignment. This assignment provides a different framework for thinking critically about the complex military problems you may face as an officer.

Format: Each group will provide a presentation with no more than four PowerPoint slides. Every member of the group must present. Your instructor has the discretion to impose time-limits on your brief.

Assessment criteria: Your team will be assessed on the quality of your collaboration as demonstrated by depth and logic behind your conclusions and proposals, your verbal and visual communication skills, and your ability to stimulate thoughtful discussion among the class.

Team 3 Prompt – Plan to secure Route Sportster with Traffic Control Points (TCPs) (due lesson 22): Analyze the battalion’s plan to secure Route Sportster and create an alternative course of action. Present your findings and conclusions on the following:

- 1) On a map, brief the battalion’s plan to secure Route Sportster using the METT-TC format (e.g. what is the mission, describe enemy composition, disposition, and strength, friendly troops available). Provide a “so what” and “now what” for each variable.
- 2) Discuss the debate over the doctrinal term “secure.”
- 3) Assess the strengths and weaknesses of the battalion’s plan using the principles of joint operations found in ADRP 3-0. *Operations:*

Table 2-1. Principles of joint operations

<ul style="list-style-type: none">• Objective: Direct every military operation toward a clearly defined, decisive, and achievable goal.• Offensive: Seize, retain, and exploit the initiative.• Mass: Concentrate the effects of combat power at the most advantageous place and time to produce decisive results.• Maneuver: Place the enemy in a position of disadvantage through the flexible application of combat power.• Economy of force: Expend minimum-essential combat power on secondary efforts to allocate the maximum possible combat power on primary efforts.• Unity of command: Ensure unity of effort under one responsible commander for every objective.• Security: Prevent the enemy from acquiring an unexpected advantage.• Surprise: Strike at a time or place or in a manner for which the enemy is unprepared.• Simplicity: Increase the probability that plans and operations will be executed as intended by preparing clear, uncomplicated plans and concise orders.• Restraint: Limit collateral damage and prevent the unnecessary use of force.• Perseverance: Ensure the commitment necessary to attain the national strategic end state.• Legitimacy: Maintain legal and moral authority in the conduct of operations.

- 4) Considering your analysis, propose and defend a better, alternative course of action. Use a visual aid.
- 5) Provide at least one open-ended question for the class to provoke thought and discussion.

Team 4 Prompt – Malpractice at the Alamo (due lesson 25): Analyze the situation at the Alamo prior to the attack at the platoon-, company-, and battalion-level. Create a new course of action at the platoon level and present your findings and conclusions for the following:

- 1) On a map, brief the platoon's situation at the Alamo in METT-TC format (e.g. what is the mission, describe enemy composition, disposition, and strength, friendly troops available, and the location and readiness of each element).
- 2) Analyze the terrain utilizing OAKOC as your model. Provide a clear "so what" for each variable.
- 3) Assess the strengths and weaknesses of the platoon's plan using the principles of joint operations found in ADRP 3-0. *Operations* (see Table 2.1 from Prompt 3):
- 4) Considering your analysis, propose and defend a better plan. Use a visual aid.
- 5) Provide at least one open-ended question for the class to provoke thought and discussion.

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MX400 Lesson Schedule (21-1)

LSN	Day 1	Day 2	Lesson Title	Notes
1	17 Aug	18 Aug	Disobeying Smartly While Avoiding Toxic Followership	
2	19 Aug	20 Aug	Complex Operating Environment: Multi-Domain Operations	
3	25 Aug	24 Aug	Military-Technical expertise: Leading through Mission Command	
4	27 Aug	28 Aug	Developing Officers for An Uncertain Future	
5	31 Aug	1 Sep	The Profession of Arms	Prep Assign 1
6	2 Sep	3 Sep	Strengthening Our Profession: Trust & Stewardship	
7	8 Sep	9 Sep	Trustworthy, Commissioned Leaders of Character	Prep Assign 2
8	10 Sep	11 Sep	The Military's Relationship with Civilian Society	
9	14 Sep	16 Sep	The Army Ethic-What Determines True North for Your Moral Compass?	
10	17 Sep	18 Sep	Military Expertise—Four Fields of Expertise	Pershing Essay
11	21 Sep	22 Sep	Vietnam Legacy & <i>Platoon Leader I: Taking Charge</i>	
12	25 Sep	24 Sep	<i>Platoon Leader II: Establishing Discipline</i>	
13	29 Sep	28 Sep	<i>Platoon Leader III: Applying Doctrine</i>	Presentation – 1
14	1 Oct	2 Oct	<i>Platoon Leader IV: Reviewing Officership</i>	Presentation – 2
15	7 Oct	8 Oct	Moral Leadership I - Building Moral Courage in Yourself and Your Unit	
16	9 Oct	13 Oct	Moral Leadership II - Facing the Challenges of Moral Leadership	
17	14 Oct	15 Oct	Moral Leadership III - Is the Army Profession Honest with Itself?	
18	16 Oct	19 Oct	Moral Leadership IV - Unlimited Liability in the Profession of Arms	Prep Assign 3
19	20 Oct	23 Oct	Moral Leadership V- The Ethical Use of Lethal Force	
20	26 Oct	27 Oct	<i>Black Hearts I: Operating Environment</i>	Moral Essay
21	28 Oct	29 Oct	<i>Black Hearts II: Culture & Climate</i>	
22	2 Nov	3 Nov	<i>Black Hearts III: Tradeoffs</i>	Presentation – 3
23	6 Nov	5 Nov	<i>Black Hearts IV: Moral Gravity & Disengagement</i>	
24	9 Nov	10 Nov	<i>Black Hearts V: Army Expertise</i>	
25	12 Nov	13 Nov	<i>Black Hearts VI: The Alamo</i>	Presentation – 4
26	16 Nov	17 Nov	Integrative Challenge Introduction and Preparation	
27	23 Nov	24 Nov	<i>Black Hearts VII: Moral Courage</i>	Expertise Memo
28	1 Dec	30 Nov	Integrative Challenge—Day 1	
29	3 Dec	4 Dec	Integrative Challenge—Day 2	
30	7 Dec	8 Dec	Wrap Up and Final Discussion	
	TBD	TBD	TEE1	

At a TBD date, Senior Leaders at West Point will address all MX400 cadets on Officer development and the challenges of the future battlefield.

Day 1 Drops

21 AUG; 4 SEP; 5 OCT; 22 OCT; 30 OCT; 4 OCT; 18 NOV; 20 NOV; 9 DEC; 11 DEC

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LSN 1: Introduction - Disobeying Smartly While Avoiding Toxic Followership

Military effectiveness depends upon prompt, enthusiastic obedience. Army culture and regulations require subordinates to comply with commander's orders. The enlisted oath specifically states, "I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to the regulations and the Uniform Code of Military Justice." Political scientist Samuel Huntington even suggested that obedience is the "supreme military virtue." Yet, on some occasions the best way to accomplish the mission is counter to the original order. Our initial discussions will consider how the volatility, uncertainty, complexity, and ambiguity of modern warfare could cause some orders to become obsolete or to appear "stupid." How do officers resolve the dilemma between obedience and disobeying without becoming a "toxic subordinate?" What criteria determine when an officer can disobey a lawful order? What kind of officer can be trusted to disobey in a profession and culture that demands obedience? Officership is hard; it requires continuous, lifelong strengthening of one's character, competence, and commitment. Officers need to exercise their professional judgment to seize unforeseen opportunities and accomplish the mission when the situation changes. Hence, the need for officers who are trustworthy enough to disobey because they have been certified in character, competence, and commitment.

Lesson Objectives:

- 1.1 **Understand** the purpose, intent, and structure of MX400.
- 1.2 **Explain** the connection between trust, disobedience, and toxic followership.
- 1.3 **Discuss** when it might be appropriate for an officer to disobey orders.

Discussion Questions:

1. Why would GEN Milley tell officers to disobey when the Army culture demands obedience?
2. What criteria or model would you use to determine whether you should disobey an order?
3. What do you do when orders appear "stupid" without becoming a toxic subordinate?

Assigned Readings:

1. United States Military Academy, *MX400 Syllabus AY21-1*, Simon Center for the Professional Military Ethic (SCPME), 2020. (READ p. 1-21, SKIM p. 23-60)
2. Ingersoll, Geoffrey. "General James 'Mad Dog' Mattis Email About Being 'Too Busy To Read' Is A Must-Read." *Business Insider*, May 9, 2013. (1 page) <http://www.businessinsider.com/viral-james-mattis-email-reading-marines-2013-5> (**in Course Reader**)
Lopez, Todd C. "Future Warfare Requires Disciplined Disobedience." *Army News Service*, May 5, 2017. (5 pages)
https://www.army.mil/article/187293/future_warfare_requires_disciplined_disobedience_army_chief_says
3. Disque, Brian M. "Followership: Avoid Being a Toxic Subordinate." *NCO Journal*. May, 2018.
<https://www.armypress.army.mil/Journals/NCO-Journal/Archives/2018/May/Followership/> (3 pages)
4. Kilner, Peter. "Do You Follow a Stupid Order." *Army Magazine*, March, 2010. (5 pages) (**in Course Reader**)
5. North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, Operational Environment Assessment: Kittensee County, Germany, (Dec 2017): 6-13 (8 pages) (**in Course Reader**)

References:

1. Huntington, Samuel. *The Soldier and the State*. Cambridge, MA: Belknap Press of Harvard University, 1957. (Chapter 3, section on obedience, p. 73 2nd paragraph to p. 78) (6 Pages)
<https://www.jstor.org/stable/j.ctvj9wv3>
2. Burk, James. "Responsible Obedience by Military Professionals." In *American Civil-Military Relations*, edited by Nielsen, Suzanne C. and Don M. Snider, 149-171. Baltimore: Johns Hopkins University Press, 2009. (23 pages)

LSN 2: Complex Operating Environment - Multi-Domain Operations

If we assert that modern warfare may require officers to disobey, we should understand what characteristics of modern warfare drive the need for occasional disobedience. The Army's common understanding of the operating environment is called Multi-Domain Operations (MDO). Officers should understand how modern warfare is changing and how the Army plans to win on the multi-domain battlefield. Officers are also students of history who are expected to think critically about warfare and consider enduring principles of warfare that remain relatively constant in an environment of change. Understanding the modern battlefield is an important first step in knowing when to employ disciplined initiative, and at times, disobey with discipline. Various experts have expressed their perspectives on the current and future challenges and opportunities of the Army Profession. As stewards of our profession, we must critically evaluate our professions understanding of the future and our current approach to preparing for it. Officers are responsible for anticipating and solving complex problems. Understanding this highlights the need for strong critical thinking skills and a devotion to life-long learning. How are we, as an Army profession, doing? How do we get better? How ready are you?

Lesson Objectives:

- 2.1 **Assess** character baseline through pre-course survey.
- 2.2 **Understand** the Army's mission, vision, and objectives.
- 2.3 **Explain** McMaster's proposed continuities and fallacies of war.
- 2.4 **Understand** how the changing character of war influenced the AirLand Battle to MDO evolution.
- 2.5 **Describe** the central idea, tenets, problems, and proposed solutions outlined in MDO.

Discussion Questions:

1. What is the role of technology in the Army's approach to warfighting?
2. What do you think is the biggest challenge with implementing MDO on the future battlefield?
3. What does the Army do in the competition phase (TRADOC Pamphlet 525-3-1, Figure 3-4, p. 27) and the conflict phase (TRADOC Pamphlet 525-3-1, Figure 3-5, p. 32)?

Assigned Readings:

1. Esper, Mark T. and Milley, Mark A. *The Army Vision: The Secretary of the Army and Chief of Staff's guidance for building a lethal Army to meet the nation's needs over the next ten years*, Jun 2018. www.g8.army.mil/about_us/army_vision/The_Army_Vision.pdf (2 pages)
2. TRADOC Pamphlet 525-3-1, *The U.S. Army in Multi-Domain Operations 2028*, 6 December 2018. Forward – Executive Summary pp. iii to xii, Figure 2.1, pp. 8, Figure 3-3, pp. 26, and A-1, B-1 to B-2 (15 pages) https://www.tradoc.army.mil/Portals/14/Documents/MDO/TP525-3-1_30Nov2018.pdf
3. McMaster, H.R. "Continuity and Change: The Army Operating Concept and Clear Thinking About Future War," *Military Review* (Mar-Apr 2015): 62-75. (14 pages) (**in Course Reader**)
4. North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, Operational Environment Assessment: Kittensee County, Germany, (Dec 2017): 14-16 (3 pages) (**in Course Reader**)

References:

1. Bowers, Christopher O. "Future Megacity Operations – Lessons from Sadr City," *Military Review*. (May-Jun 2015): 8-16. (9 pages) (**in Course Reader**)

LSN 3: Military-Technical Expertise - Leading Through Mission Command

One enduring and significant responsibility of officers is to serve as commanders. While the responsibility of command endures, the practice of command evolves. The complexity and uncertainty of modern warfare renders centralized command and control of military operations obsolete. Commanders cannot predict how operations will unfold, so it is impossible for them to issue exact orders that are appropriate for every situation. The rapid pace of conflict does not allow subordinates to wait for updated orders before taking action. The Mission Command (MC) operating philosophy now provides 7 principles that provide a framework for commanders to lead their units in an ever-changing situation. Predicated on trust, the mission command philosophy enables commanders to provide intent and then trust subordinates to exercise disciplined initiative to achieve that intent. Capable subordinates are trusted to take the appropriate action, without direct orders or supervision, to accomplish the mission. Trust is the enabler, without trust commanders will exercise direct control and subordinates will hesitate to change course. Understanding the principles of MC and how to apply those principles is essential for mission success on the multi-domain battlefield. During this discussion, we will learn the principles of mission command and examine a case-study of mission command success.

Lesson Objectives:

- 3.1 **Understand** how the practice of MC balances the art of command with the science of control.
- 3.2 **Discuss** the interdependency of the 7 Mission Command principles.
- 3.3 **Understand** the commander's role in the operations process described in ADP 6-0.

Discussion Questions:

1. How would you describe the climate of the best team you have ever experienced?
2. Does West Point use the mission command philosophy? Why or why not?
3. What are the biggest obstacles to the effective practice of MC? What are the hardest principals to apply?
4. Why do so many leaders micromanage?
5. How did you apply mission command during Cadet Leader Development (CLD)?

Assigned Readings:

1. ADP 6-0. *Mission Command*. July 2019. (Introduction p. vii to viii; Chapter 1 pp. 1-1 to 1-18 para 1- 90, Chapter 2—pp. 2-1 to 2-16 para 2-81) (36 Pages) (**Download from Blackboard**)
2. North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, Operational Environment Assessment: Kittensee County, Germany, (Dec 2017): 17-20 (4 pages) (**in Course Reader**)

References:

1. Orsini, Ryan. "U.S. Mission Command at a Crossroads." *Strategy Bridge*. October 29, 2019 (Jul-Aug 2017). <https://thestrategybridge.org/the-bridge/2019/10/29/us-army-mission-command-at-a-crossroads>
2. Carlson, Anthony E. "Thunder Run." In *16 Cases of Mission Command*, edited by Donald P. Wright, 105-115. Fort Leavenworth: Combat Studies Institute Press, 2013. (7 pages) (**in Course Reader**)

LSN 4: Developing Officers for An Uncertain Future

In order for the Army to simultaneously embrace mission command and the concept of decentralized execution), officers must be trustworthy. Senior commanders must have confidence that subordinate commanders will exercise proper disciplined initiative. Often, the subordinate must make their decision without further guidance or permission from the senior ranking commander. The tension between obedience and disciplined initiative requires a great deal of trust between different echelons of command. How does the Army develop an Officer Corps that can successfully lead under these conditions, demonstrate the critical thinking skills to navigate complex problems, and possess the character necessary to make the right moral and ethical choices in the absence of supervision? “Developing Leaders of Character” is West Point’s answer to this question. The West Point Leader Development System (WPLDS), develops you to live honorably, lead honorably, and demonstrate excellence. As a result, you are expected to think critically, internalize your professional identity, and use your talent to solve Army problems.

Lesson Objectives:

- 2.1 **Evaluate** the effectiveness of WPLDS on cadet character, identity, and intellectual development.
- 2.2 **Explain** the Paul and Elders’ Elements of Thought and the Universal Intellectual Standards.
- 2.3 **Analyze** the relationship between critical thinking and decision-making as described in Mission Command doctrine (ADP 6-0).
- 2.4 **Understand** the requirements of the Pershing Essay and the Writing Assessment Form

Discussion Questions:

1. How does the Army develop leaders of character who are comfortable with complexity?
2. What aspect of WPLDS has been the most effective during your 47-month experience? Least effective?
3. How does critical thinking apply to military problems you are likely to face?
4. What experiences have most developed your critical thinking?
5. How can we differentiate critical thinking from non-critical thinking?

Assigned Readings:

1. Doty, Joe and Walter Sowden. “Competency vs. Character? It must be both!” *Military Review* Special Edition: The Army Ethic (Oct 2010): 38-45. (8 pages) **(in Course Reader)**
2. Elder, Linda, and Richard Paul. “Critical Thinking: The Nuts and Bolts of Education.” *Optometric Education* 33, no. 3 (2008). (4 pages) **(in Course Reader)**
3. United States Military Academy, *MX400 Syllabus AY21-1*, Simon Center for the Professional Military Ethic (SCPME), 2020. Review Cognitive Levels, Elements of Thought, and Universal Intellectual Standards on the Writing Assessment Form (1 page) **(in Syllabus)**
4. North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe, Operational Environment Assessment: Kittensee County, Germany, (Dec 2017): 21-29 (9 pages) **(in Course Reader)**

References:

1. United States Military Academy, *Developing Leaders of Character*, Office of the Superintendent, 2018. (pp. 4-19, 24-29) (22 pages) **(in Course Reader)**
2. United States Military Academy, *Periodic Developmental Review*, 3rd edition, United States Military Academy, 2018. (1 page) **(in Course Reader)**
3. Gerras, Stephen J. *Thinking Critically about Critical Thinking: A Fundamental Guide for Strategic Leaders*. Army War College, 2008. (26 pages) **(in Course Reader)**
4. Crissman, Douglas, C. Improving the Leader Development Experience in Army Units. *Military Review* (Mar-Apr 2015): 62-75. (10 pages) **(in Course Reader)**

LSN 5: The Profession of Arms

You will soon be commissioned into the Profession of Arms. While most of your college graduate peers will graduate and sign an employment contract, you will accept a commission by taking the Oath of Commissioned Officers. Once that oath is taken, you have joined a profession that expects much of you. Understanding your professional identity is essential to the Army's success. Your identity determines how you will behave and make decisions when chaos reigns and you are operating alone. During those moments of stress, your professional identity will drive your decision making and leadership behavior. It is important for you to understand that you are not signing up for a traditional job. You are joining a profession which places high expectations upon you as you are given great responsibility and authority to defend the nation. The importance of the Army and your role as a steward of our great profession demands excellence; as an officer, "just ok" is simply "**not** ok."

Lesson Objectives:

- 5.1 **Summarize** the characteristics of all professions (Armed Forces Officer) and the Army (ADP 6-22).
- 5.2 **Understand** how the Army meets the criteria of a profession.
- 5.3 **Explain** The function or role of the Profession of Arms within society.
- 5.4 **Discuss** what these professional requirements mean to your professional identity and the expectations you must meet as commissioned officers of character.

Discussion Questions:

1. How do you think the Army Profession compares to the medical and legal professions?
2. Does it matter if the Army is considered a profession? Why not just have an employment contract?
3. Do you agree with Army Doctrine that Army civilians and enlisted Soldiers are part of the Army Profession? Why or why not?

Assigned Readings:

1. Swain, Richard M. and Albert C. Pierce. *The Armed Forces Officer*. Washington, DC: National Defense University Press, 2017. (Forward and Chapter 2: The Profession of Arms) (14 pages) <https://ndupress.ndu.edu/Portals/68/Documents/Books/AFO/Armed-Forces-Officer.pdf>
2. ADP 6-22. *Army Leadership and the Profession*. 31 July 2019. (Introduction, pp. ix and Chapter 1, pp. 1-1 to 1-6). (7 pages) (**Download from Blackboard**)

References:

1. Huntington, Samuel. *The Soldier and the State*. Cambridge, MA: Belknap Press of Harvard University, 1957. (Chapter 1) (12 Pages) <https://www.jstor.org/stable/j.ctvjj9wz3>

LSN 6: Strengthening Our Profession - Trust & Stewardship

Based on what we know about the future battlefield and the characteristics of the Army Profession, we recognize that trust is the bedrock of the Profession of Arms. Trust is a requisite for professional autonomy, and the Army has not always had (or deserved) the trust of society. Officers are Stewards of the Profession; they are responsible for maximizing the strength of our profession to fulfill its obligation. Externally, a strong profession maintains a healthy, trust-based relationship with society. Internally, trust is essential to the effective application of mission command and includes supreme expertise (demonstrated in competence), strong character (demonstrated in honorable service), and total commitment (demonstrated in consistent fulfillment of moral obligations). Mutual trust is strengthened through proper stewardship of the Army profession. Our profession maintains trust with our client when we win in the right way, and when competent and committed Army professionals execute disciplined initiative that is consistent with their leader's intent and the Army Ethic. Thus, we must thoroughly understand the multi-dimensional nature of trust, the various trust relationships that matter most to the Army, and how mutual trust is strengthened and repaired in various contexts.

Lesson Objectives:

- 6.1 **Summarize** the various trust relationships that are important to the Army Profession.
- 6.2 **Understand** the threats to the trust relationships important to the Army Profession.
- 6.3 **Analyze** the multi-dimensional nature of trust and the integrative trust model.
- 6.4 **Evaluate** the bilateral model of trust repair.

Discussion Questions:

1. Why is character, honorable living, and trust so important to the Army Profession?
2. What can you personally do to increase or enhance important trust relationships?
3. How does your professional identity relate to trust and the Army Profession?
4. How can you repair trust once it is broken?

Assigned Readings:

1. ADP 6-22. *Army Leadership and the Profession*. 31 July 2019. (**Review** "Trust," paragraph 1-11 to 1-16, and "Stewardship," paragraph 1-32 to 1-37). (2 pages) (**Download from Blackboard**)
2. Vermeesch, John A. "Trust Erosion and Identity Corrosion," *Military Review Special Edition: America's Army—Our Profession* (Sep-Oct 2013): 2-10. (8 pages) (**in Course Reader**)
3. Hughes, Sandra C., Cecily McCoy, and Joan H. Johnston. "Fostering trust within mixed-culture teams: Challenges and initial recommendations." In *Proceedings of 7th Biennial DEOMI Equal Opportunity, Diversity, and Culture. Research. Symposium*, pp. 497-516. 2009. (17 pages)
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.517.7087&rep=rep1&type=pdf>

References:

1. Burke, C. Shawn, Dana E. Sims, Elizabeth H. Lazzara, and Eduardo Salas. "Trust in leadership: A multi-level review and integration." *The leadership quarterly* 18, no. 6 (2007): 606-632. (only read pages 606-613, 8 pages) <https://doi.org/10.1016/j.leaqua.2007.09.006>
2. Kim, Peter H., Kurt T. Dirks, and Cecily D. Cooper. "The repair of trust: A dynamic bilateral perspective and multilevel conceptualization." *Academy of Management Review* 34, no. 3 (2009): 401-422. doi:10.5465/AMR.2009.40631887. (only read from page 405-The Protective Belt up to 413 Theoretical Implications, 8 pages)
<https://usmallibrary.idm.oclc.org/login?url=https://search.ebscobost.com/login.aspx?direct=true&db=bub&AN=40631887&site=ehost-live&scope=site>

LSN 7: Commissioned Leaders of Character

As a graduate, West Point certifies your character, competence, and commitment, thereby telling America that you are ready to receive a commission, take your oath of office, and become a trusted agent of the institution. The officer's commission and the requirement to take an oath stem from the military's subordinate relationship to society, what some call the "vertical relationship." The U.S. Constitution establishes civilian control of the military and, as a commissioned officer, it is imperative to understand the unique authorities and responsibilities conveyed in the commission, along the legal and moral obligations incurred upon taking the oath. The words of the Oath and Commission seem simple, but they carry great moral weight given the responsibilities and authorities being delegated to you by the President of the United States. Your public oath is a vow to the American people to well and faithfully discharge the duties of the office upon which you are about to enter. It is worth reflecting on your oath's meaning and understanding your responsibility for maintaining the multiple trust relationships within and external to the Army Profession. Armed with this understanding, you will be better equipped to exercise stewardship of the Army Profession.

Lesson Objectives:

- 7.1 **Summarize** the meaning and importance of the Officer's Commission and Oath.
- 7.2 **Explain** the importance of civilian control of the military in the United States.
- 7.3 **Analyze** and **evaluate** historical conflicts between Army officers and their civilian authorities.

Discussion Questions:

1. Why is there a difference between the Officer Oath and Enlisted Oath?
2. Why do you think an Officer is required to make a public oath to accept the commission?
3. What constitutes a healthy relationship between the Army and the civilian government?
4. What responsibilities do military leaders have to government officials?
5. What are the consequences of military officers becoming involved in politics?

Assigned Readings:

1. Commissioning Certificate, Officer Oath of Office, Enlisted Oath of Office. (2 pages) (**in Course Reader**)
2. Hooker, Richard D. "Welcome to the Army, Lieutenant!" May 2015. (4 pages). (**in Course Reader**)
3. Swain, Richard M. and Albert C. Pierce. *The Armed Forces Officer*. Washington, DC: National Defense University Press, 2017. (Chapter 1: The Commission and the Oath) (13 pages) <https://ndupress.ndu.edu/Portals/68/Documents/Books/AFO/Armed-Forces-Officer.pdf>
4. Swain, Richard M. and Albert C. Pierce. *The Armed Forces Officer*. Washington, DC: National Defense University Press, 2017. (Chapter 7: The Officer and Society: The Vertical Dimension) (16 pages) <https://ndupress.ndu.edu/Portals/68/Documents/Books/AFO/Armed-Forces-Officer.pdf>
5. Babcock-Lumish, Brian. "Uninformed, not Uniformed? The Apolitical Myth," *Military Review Special Edition: America's Army—Our Profession* (Sep-Oct 2013): 48-56. (8 pages) (**in Course Reader**)

References:

1. The Declaration of Independence & The US Constitution (21 pages) (**in Course Reader**)

LSN 8: The Military's Relationship with Civilian Society

The military exists to serve and defend the American people. However, the “horizontal relationship” between the military and the civilian society is complex. You have experienced the differences between military and civilian culture and you sometimes lament what you sacrifice as a member of the Profession of Arms. At times, the values that make America great, run contrary to the values that make its Army great. America places high value on individual liberty, while the Army requires you to voluntarily relinquish some individual freedoms. America values individual pursuits, while the Army focuses on team accomplishments. The values of the protected often collide with the necessary values of the protectors. Much has been written about this civilian-military gap, despite the public's high level of confidence in the military. Since the middle of the 20th century, scholars of various disciplines have offered different views on the civilian-military relationship. Samuel Huntington suggests that the goal of CIV-MIL relations is to obtain the most security at the lowest “cost,” which he describes as the loss of other social values. The Army's external relationship with civilian society impacts the strength of our profession. For our profession to fulfill its role to provide for the security of our Nation, it needs resources, specifically people (manpower) and funding, both of which come from society. Society also grants (or revokes) our autonomy based on trust. Maintaining trust with society requires understanding the nuances of the military's role and the significant legal and moral commitments officers accept.

Lesson Objectives:

- 8.1 **Understand** the perceived differences between military culture and American culture.
- 8.2 **Describe** the tensions, or gaps, between American Liberalism and Military Conservatism.
- 8.3 **Discuss** the dynamic relationship between American culture and military culture.
- 8.4 **Explain** how military culture can embrace American values while maintaining professional standards.

Discussion Questions:

1. Is there a “gap” between the attitudes and values of the military profession and the rest of society?
2. Should there be a CIV-MIL “gap”, and if so, what does a healthy gap look like?
3. How do you resolve tension between your former civilian identity and your new professional identity?
4. Do you think it is a problem if less than 1% of the US population serves in the Army?

Assigned Readings:

1. Swain, R. M. and A. C. Pierce. *The Armed Forces Officer*. Washington, DC: National Defense University Press, 2017. (Chapter 8: The Officer and Society: The Horizontal Dimension) (12 pages) <https://ndupress.ndu.edu/Portals/68/Documents/Books/AFO/Armed-Forces-Officer.pdf>

Assigned Group Readings:

1. **(Group 1 READ; Group 2 SKIM)** Huntington, Samuel. *The Soldier and the State*. Cambridge, MA: Belknap Press of Harvard University, 1957. (Chapter 3: The Military Mind: Conservative Realism of the Professional Military Ethic, pp. 59-79) (21 Pages) <https://www.jstor.org/stable/j.ctvjj9wxc3>
2. **(Group 2 READ; GROUP 1 SKIM)** Huntington, Samuel. *The Soldier and the State*. Cambridge, MA: Belknap Press of Harvard University, 1957. (Chapter 6: The Ideological Constant: The Liberal Society vs. Military Professionalism, pp. 143-162) (20 Pages) <https://www.jstor.org/stable/j.ctvjj9wxc3>

LSN 9: The Army Ethic - What Determines True North for Your Moral Compass?

Professions provide vital needs to society and professionals have a moral obligation to meet those needs in an ethical manner. In the case of the profession of Arms, this need is security. A commonly understood ethic is a defining feature of any profession, to include the Army Profession. The Army Profession's requirement for trust implies an accepted standard of behavior and decision-making. As an officer, you are expected to serve as the moral compass for your unit. But this demand begs the question of what determines the standard for moral leadership. In the Army Profession, that standard is the Army Ethic. While we all bring our personal values into the profession, we are expected to embrace and internalize all aspects of the Army Ethic. **To do otherwise would violate your oath and undermine trust between members of the profession and the American people.** The Army Ethic is the Army Profession's true north that aligns our moral compass towards ethical behavior that sustains the trust necessary for success in multi-domain operations. This discussion will help us understand the origin, content, and importance of the Army Ethic.

Lesson Objectives:

- 9.1 **Summarize** the three roles of every Army Professional as described in the Army Ethic.
- 9.2 **Describe** the sources of the Army Ethic.
- 9.3 **Discuss** the importance of the Army Ethic to the Army Profession.

Discussion Questions:

1. Why does the Army Profession need an ethic? What does the Army Ethic do for the Army?
2. How does the Army Ethic relate to West Point's Honor Code?
3. Have you found it difficult to embrace some aspects of the Army professional ethos?

Required Readings:

1. Case, Chris, Bob Underwood, and Sean Hannah. "Owning our Own Army Ethic," *Military Review Special Edition: The Army Ethic* (Oct 2010): 3-10. (8 pages) **(in Course Reader)**
2. ADP 6-22. *Army Leadership and the Profession*. 31 July 2019. (Chapter 1, pp. 1-6 to 1-12). (5 pages) **(Download from Blackboard)**
3. Kopack, Kimberly. "How the Moral Compass Stays on Azimuth," *The Company Leader* (2020) (1 page) <https://companyleader.themilitaryleader.com/2020/01/18/how-the-moral-compass-stays-on-azimuth/>
4. Mattox, John Mark. "The Moral Foundations of Army Officership." In *The Future of the Army Profession*, edited by Lloyd Matthews, 387-408. Boston: McGraw-Hill Companies, 2005. (22 pages) **(in Course Reader)**

References:

1. ADP 6-22. *Army Leadership and the Profession*. 31 July 2019. (Chapter 2, pp. 2-1 to 2-6). (6 pages) **(Download from Blackboard)**
2. Imiola, Brian and Danny Cazier. "On the Road to Articulating Our Professional Ethic," *Military Review Special Edition: The Army Ethic* (Oct 2010): 11-18. (8 pages) **(in Course Reader)**
3. Fromm, Peter D. "Warriors, the Army Ethos, and the Sacred Trust of Soldiers," *Military Review Special Edition: The Army Ethic* (Oct 2010): 19-26. (8 pages) **(in Course Reader)**

LSN 10: Military Expertise - Four Fields of Expertise

Perhaps the most understood characteristic of any profession is expertise. Doctors are initially trusted by their clients because of their expertise and ability to heal. The same idea is true for the Army Profession. The Army's client, the American people, trust the Army because of its expertise in the application of landpower and ability to accomplish the mission. But what is the expertise of an Army professional? In a world where the Army needs to be ready to deploy, fight, and win decisively against any adversary, anytime and anywhere, how can the officer corps develop the expertise necessary for future success? The breadth of required expertise seems to undermine a profession's typical requirement for depth of expertise. The demands placed on the Army Profession are so broad, uncertain, and complex that members of the Army Profession may be jacks of all trades, but masters of none. How does the profession manage the breadth and depth of expertise necessary to operate in multi-domain warfare? The first step is to understand what expertise is required and how to organize that expertise into a useful framework that organizes officer development. The Army Profession starts by organizing its expert knowledge into four categories: leader and human development, moral and ethical, political, and cultural, & military and technical. West Point's core curriculum develops some expertise in each of these four fields and we will apply these fields of expertise as we consider complex military problems.

Lesson Objectives:

- 10.1 **Summarize** the four fields of military expertise.
- 10.2 **Evaluate** how well WPLDS develops your expertise in each of the four fields.
- 10.3 **Discuss** how the four fields of military expertise prepare you for Officership.
- 10.4 **Understand** the implications of jurisdictions of a profession and how the Army's jurisdiction has evolved.

Discussion Questions:

1. What is the difference between expertise and competence?
2. In what areas do you think newly commissioned officers can demonstrate expertise?
3. How does the breadth of military expertise compare to other professions?
4. What does it take to become a military expert?

Required Readings:

1. ADP 6-22. *Army Leadership and the Profession*. 31 July 2019. (Review "Military Expertise," paragraph 1-24 to 1-31). (1 page) (**Download from Blackboard**)
2. Lacquement, Richard. "Mapping Army Professional Expertise and Clarifying Jurisdictions of Practice." In *The Future of the Army Profession*, edited by Lloyd Matthews, 213-235. Boston: McGraw- Hill Companies, 2005. (21 pages) (**in Course Reader**)

LSN 11: Vietnam, Platoon Leader I: *Taking Charge*

Lesson Objectives:

- 11.1 **Compare** and **contrast** the Army Profession's attitudes towards Vietnam and Afghanistan.
- 11.2 **Compare** and **contrast** the Army of the 1960's and the Army of today.
- 11.3 **Understand** the challenges LT Jim McDonough faced when taking over a platoon.
- 11.4 **Analyze** LT Jim McDonough's West Point and Army experiences from a human and leader development lens.

Discussion Questions:

1. Does Jim McDonough's experience as a cadet seem different than your cadet experience?
2. What were LT McDonough's concerns about taking over a platoon? Are they different than your concerns today?
3. What were some of the complexities of the Vietnam mission?

Assigned Readings:

1. McDonough, James. *Platoon Leader*. CA: Presidio Press, 1985. (Prologue, Chapters 1-6) (60 pages) **(must purchase book)**

Reference:

1. Isaacs, Arnold R. "Remembering Vietnam," *Military Review Special Edition: America's Army—Our Profession* (Sept-Oct 2013): 86-94. (9 pages) **(in Course Reader)**

LSN 12: Platoon Leader II: *Establishing Discipline*

Lesson Objectives:

- 12.1 **Discuss** how LT McDonough established discipline in his platoon.
- 12.2 **Analyze** the complexities of combat engagements described in *Platoon Leader*.
- 12.3 **Assess** the actions of LT McDonough.

Discussion Questions:

- 1. What do you think of LT McDonough's reaction to the Soldier who fired the grenade at him?
- 2. How effective was LT McDonough's approach to establishing discipline and building cohesive teams?
- 3. Was LT McDonough following the principles of mission command?

Assigned Readings:

- 1. McDonough, James. *Platoon Leader*. CA: Presidio Press, 1985. (Chapters 7-13) (79 pages)

LSN 13: Platoon Leader III: *Applying Doctrine* (Presentation - Group 1 Due)

Lesson Objectives:

- 13.1 **Evaluate** the performance of CPT Moray (consider Science of Control vs The Art of Leadership).
- 13.2 **Evaluate** LT McDonough's application of disciplined initiative in Chapter 20.
- 13.3 **Apply** the essential characteristics of the Army Profession to LT McDonough's platoon.

Discussion Questions:

1. How effectively did LT McDonough follow the principles of mission command even though they were not in Army doctrine at the time?
2. What do you think about LT McDonough's view of the role of Army doctrine?
3. Did the Army Profession exist during Vietnam? Why or why not?

Assigned Readings:

1. McDonough, James. *Platoon Leader*. CA: Presidio Press, 1985. (Chapters 14-20) (66 pages)

LSN 14: Platoon Leader IV: *Reviewing Officership* (Presentation - Group 2 Due)

Lesson Objectives:

- 14.1 **Describe** the most important leadership challenges of *Platoon Leader*.
- 14.2 **Discuss** how the Army Profession has changed since Vietnam.
- 14.3 **Summarize** the Officership lessons learned from *Platoon Leader*.

Discussion Questions:

1. What are the common issues and enduring leadership principles facing every platoon leader?
2. How important is recent experience for professional development?
3. How has the character of war changed since Vietnam?

Assigned Readings:

1. McDonough, James. *Platoon Leader*. CA: Presidio Press, 1985. (Chapters 21-Epilogue) (37 pages)

LSN 15: Moral Leadership I - Building Moral Courage in Yourself and Your Unit

You are the platoon's moral compass from your first day as platoon leader. That responsibility will accompany you throughout your Army experience, whether in a leadership or staff position. There is no grace period for moral leadership. Moral leadership involves two primary areas – strengthening yourself and your subordinates to face future moral challenges while simultaneously fostering a supportive ethical culture and climate. This lesson focuses on two frameworks by military scholars that address how to identify focus areas for strengthening the moral self. One of these focus areas is the ability to reason through complex moral issues by applying different ethical perspectives. However, note that the Cadet Creed implores you to choose the harder right over the easier wrong. Notice that the Cadet Creed assumes you know what is right but asserts that it can be difficult to choose what's right. In most situations, the right choice is clear but choosing the right choice is difficult. Scholars call this the moral judgment-action gap. Closing that gap by choosing the harder right requires moral courage. How do you build moral courage in yourself and in your Soldiers? As we continue our discussions of moral leadership in future lessons, we will refer to these frameworks while also identifying common challenges faced by military leaders and ways for leaders to foster a supportive ethical culture and climate.

Lesson Objectives:

- 15.1 **Describe** the components of the moral self, the triad of moral capabilities and the moral reasoning process.
- 15.2 **Apply** these frameworks to analyze a moral failure at West Point.
- 15.3 **Apply** methods from the readings to build upon your own moral shortfalls
- 15.4 **Apply** the three ethical decision-making lenses to a moral dilemma.

Discussion Questions:

1. Provide a personal example when you failed to cross the moral-judgment-action gap?
2. Why does the right choice seem harder than the wrong choice in so many situations?
3. What is the biggest obstacle military leaders face when closing the moral judgement-action gap?
4. How does the Honor system relate to these moral development models?

Assigned Readings:

1. Sweeney, Patrick J., Matthew W. Imboden, W., and Sean T. Hannah. "Building Moral Strength: Bridging the Moral Judgment-Action Gap," *New Directions for Student Leadership*, no. 146, (Summer 2015): 17-33. (14 pages)
https://usma.primo.exlibrisgroup.com/discovery/fulldisplay?docid=wj10.1002/yd.20132&context=PC&vid=01USMA_INST:Scout&search_scope=MyInst_and_CI&tab=Everything&lang=en
2. Sweeney, Patrick J. and Sean T. Hannah. "Frameworks of Moral Development and the West Point Experience: Building Leaders of Character for the Army and the Nation." In *Forging the Warrior's Character* edited by Lloyd J. Matthews, 127-162. Sisters: Jerico, 2007. (33 pages) (**in Course Reader**)
3. ADP 6-22. *Army Leadership and the Profession*. 31 July 2019. (Chapter 2, "Ethical Reasoning" and "Ethical Orders," pp. 2-7 and 2-8). (1 page) (**Download from Blackboard**)

LSN 16: Moral Leadership II - Facing the Challenges of Moral Leadership

Moral leadership is valued because of its importance. Moral leadership is respected because it is often very difficult. We do not have to look very far to find examples of moral leadership failures. Sometimes those failures involve personal misconduct. At other times, an organization behaves immorally. Why does this happen? In most cases, the moral failing surprises outsiders who placed great trust in the person because the person seemed trustworthy. Units with respected and glorious reputations sometimes succumb to immoral actions in and out of combat. With all the emphasis placed on trust and living by the Army Ethic, why does the Army suffer from moral lapses? The next two lessons will consider factors that lead to moral failures of individuals and organizations and how to prevent them. Armed with information about the conditions surrounding moral lapses, leaders can better manage moral risk in themselves and their units.

Lesson Objectives:

- 16.1 **Summarize** the main factors that lead to moral lapses in the Army Profession.
- 16.2 **Explain** how the “The Bathsheba Syndrome” might apply to cadets or junior officers.
- 16.3 **Discuss** an officer’s role in establishing a positive moral climate.
- 16.4 **Understand** how to recognize and combat moral disengagement in an organization.

Discussion Questions:

1. What are some aspects of West Point culture that could contribute to cadets experiencing “The Bathsheba Syndrome?”
2. How can you prepare your platoon for the moral aspects of combat?
3. What are some of the warning signs you have seen at West Point or during training that could lead to moral disengagement? What can you do to prevent a moral lapse?
4. Do you think newly commissioned lieutenants are capable of controlling the beast within their Soldiers? Their platoon?

Assigned Readings:

1. Pryer, Douglas A. “Controlling the Beast Within: The Key to Success on 21st-Century Battlefields,” *Military Review Special Edition: The Profession of Arms* (Sep 2011): 81-91. (10 Pages) **(in Course Reader)**
2. Ludwig, Dean C., and Clinton O. Longenecker, “The Bathsheba Syndrome: The Ethical Failure of Successful Leaders,” *Journal of Business Ethics* 12: 265-273, 1993. (8 pages)
https://usma.primo.exlibrisgroup.com/discovery/fulldisplay?docid=proquest1302719016&context=PC&vid=01USMA_INST:Scout&search_scope=MyInst_and_CI&tab=Everything&lang=en
3. Barnes, Christopher M. and Keith Leavitt. “Moral Disengagements: When Will Good Soldiers do Bad Things?” *Military Review Special Edition: The Army Ethic* (Sept 2010): 46-51. (5 pages) **(in Course Reader)**

LSN 17: Moral Leadership III - Is the Army Profession Honest with Itself?

The previous lesson examined some of the reasons leaders and Soldiers fail morally – character unraveling under the intense pressures of combat or even as a byproduct of success and privileged position. Lesson 16 also identifies common rationalizations that enable unethical action, even by individuals who have strong character. This lesson further explores specific institutional and cultural factors that impact ethical decision making and make individuals vulnerable to moral lapses. Ethical cultures support moral leadership while unethical cultures undermine moral leadership. One would think that the Army's culture is very supportive of ethical leadership. But is this assumption true? Does the Army value truthfulness in all situations? According to a provocative report published in 2015, the answer is no. In fact, Army culture and institutional norms condone some forms of lying. The rationalization that justifies the lying results in what the authors call "ethical fading." A primary finding is that cultural norms of compliance coupled with an impossibly long list of mandatory requirements results in false reports and cutting corners. Although this is not a good news story, there is a good news result. In the summer of 2018, the Secretary of the Army and Chief of Staff of the Army published guidance reducing the number of mandatory requirements, giving commanders freedom to manage their training based on local conditions and risk management. This policy was a first step in changing professional norms and an example of the Army Profession's ability to learn and change. However, the challenge remains today and requires attention from leaders at all levels.

Lesson Objectives

- 17.1 **Discuss** the role of psychology in unethical behavior.
- 17.2 **Describe** the reasons behind ethical fading.
- 17.3 **Discuss** whether ethical fading occurs at West Point.
- 17.4 **Explain** how junior officers can prevent ethical fading.

Discussion Questions:

1. Have you seen examples at West Point similar to what Wong and Gerras described in the Army?
2. What are some of the positive reasons given for taking shortcuts? Negative reasons?
3. What is the long-term effect on trust if the situation does not improve?
4. How do the myths described by Fromm et al get started? How are they perpetuated?
5. What can you do to improve the ethical climate in your organization?

Assigned Readings:

1. Wong, Leonard and Stephen J. Gerras. *Lying to Ourselves: Dishonesty in the Army Profession*. PA: Strategic Studies Institution and the U.S. Army War College Press, February, 2015. (33 pages) **(in Course Reader)**
2. Wedell-Wedellsborg, Merete. Ethics - The *Psychology Behind Unethical Behavior*. Harvard Business Review (April 2019). (4 pages)
<https://usmallibrary.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=135903089&site=ehost-live&scope=site>

Reference:

1. Fromm, Peter; Douglas Pryer, Douglas, and Kevin Cutright. "The Myths We Soldiers Tell Ourselves (and the Harm These Myths Do)," *Military Review Special Edition: America's Army—Our Profession* (Sept-Oct 2013): 57-68. (11 pages) **(in Course Reader)**
2. Palazzo, Guido, Franciska Krings, and Ulrich Hoffrage. "Ethical blindness." *Journal of business ethics* 109, no. 3 (2012): 323-338.

LSN 18: Moral Leadership IV - Unlimited Liability: A Defining Aspect of The Profession of Arms

The Army Profession doctrine establishes membership to include both civilian and military personnel. Department of the Army civilians and officers take the same oath on the day they join the Army Profession. But the risks and possible consequences of that oath are very different for military personnel who are also joining the profession of arms. That difference is the officer's and Soldier's acceptance of unlimited liability—the willingness to suffer and inflict death and physical injury. For the officer, it is also an understanding that his or her orders may result in the deaths of Soldiers under their leadership. Unlike other professions, the Profession of Arms places life and death decisions in the youngest members of the profession. Unlike other professions, the Profession of Arms expects that its members are willing to die or suffer great injury because of their service. No one likes to think about death and injury. However, officers must accept this unlimited liability and hopefully use it to motivate themselves to develop the expertise and to provide the leadership necessary to minimize death and injury.

Lesson Objectives:

- 18.1 **Describe** the concept of unlimited liability as it applies to the Profession of Arms.
- 18.2 **Discuss** the implications of unlimited liability on an officer's role.
- 18.3 **Relate** the concepts of Army Ethic, trust, and unlimited liability.
- 18.4 **Reflect** on your experience during the Inspiration to Serve cemetery tour from your yearling year.

Discussion Questions:

1. Do you think unlimited liability can lead to a sense of entitlement in Soldiers?
2. What concerns you the most about unlimited liability—the risk to you or your Soldiers?
3. What was your reaction to McFarland's article? Was the article too blunt about killing?
4. What is the meaning of a "good death" and how do we honor those that have made the ultimate sacrifice?

Assigned Readings:

1. Mileham, Patrick. "Unlimited Liability and the Military Covenant," *Journal of Military Ethics*, 9:1, 2010, 23-40. (16 pages)
https://usma.primo.exlibrisgroup.com/discovery/fulldisplay?docid=tayfranc10.1080/15027570903353836&context=PC&vid=01USMA_INST:Scout&search_scope=MyInst_and_CI&tab=Everything&lang=en
2. McFarland, Sean. "Fight, Kill, Die, Buddy: Words Professional Soldiers Live By," *Military Review Special Edition: Profession of Arms* (Sept 2011): pp. 51-55. (5 pages) (**in Course Reader**)
3. Zucchino, David. "When the Wife of a Soldier Hears a Knock at the Door." *New York Times*, May 11, 2017.
https://usma.primo.exlibrisgroup.com/discovery/fulldisplay?docid=gale_ofa491541640&context=PC&vid=01USMA_INST:Scout&search_scope=MyInst_and_CI&tab=Everything&lang=en
4. Review an article of your choosing that highlights unlimited liability through selfless valor.

LSN 19: Moral Leadership V - The Ethical Use of Lethal Force

Your commission grants you the authority to use lethal force in certain situations. There are principles, laws, and rules that determine when lethal or coercive force is ethically and legally justified. However, many factors complicate the decision to shoot or not. In some situations, you may be within the law to engage but lethal force might not be the best option. In other cases, lethal force may seem reasonable, but the law prevents its use. How does a leader navigate this difficult ethical terrain? After reviewing some principles provided by Army doctrine and LW403, we will discuss a case study involving a successful West Point graduate who commanded a battalion during Operation Iraqi Freedom and used many forms of force and coercion during combat operations. We will examine the legality and the appropriateness of his use of force. We will also discuss how a commander's attitude about the application of force can lead to other ethical problems. Finally, we will review moral justifications for combatant-on-combatant killing and discuss how killing in war might be considered morally acceptable.

Lesson Objectives:

- 19.1 **Explain** the officer's role in ensuring the ethical use of lethal force.
- 19.2 **Discuss** LTC Sassaman's role in establishing the ethical climate in his battalion.
- 19.3 **Understand** the principles of the "Bubble Theory" and how they are nested within Just War Theory and the Law of Armed Conflict.

Discussion Questions:

1. What were some key indicators of the climate in LTC Sassaman's battalion? What were the positive indicators and what might have caused you some concern?
2. What would you have done if LTC Sassaman told you to quibble during an investigation?
3. How do the models of moral courage from Lesson 15 explain LTC Sassaman's case study?
4. Is "legally" killing another human, even in the context of war, morally just?
5. How can you explain to your Soldiers that lethal force is morally acceptable?

Assigned Readings:

1. Swain, Richard M. and Albert C. Pierce. *The Armed Forces Officer*. Washington, DC: National Defense University Press, 2017. (Chapter 4—The Officer at Work: The Ethical Use of Force) (12 pages) <https://ndupress.ndu.edu/Portals/68/Documents/Books/AFO/Armed-Forces-Officer.pdf>
2. Filkins, Dexter. "The Fall of the Warrior King." *New York Times Magazine*, October 23, 2005. <https://www.nytimes.com/2005/10/23/magazine/the-fall-of-the-warrior-king.html>. (22 pages)
3. Kilner, Peter. "A Moral Justification for Killing in War." *Army Magazine*, February, 2010. (5 pages) **(in Course Reader)**
4. SKIM: Kilner, Peter. "How Leaders Can Combat Moral Injury in Their Troops." *Army Magazine*, May, 2017. (2 pages) **(in Course Reader)**

LSN 20: Black Hearts I: *Operating Environment*

Lesson Objectives:

- 20.1 **Describe** the challenges facing an Army professional.
- 20.2 **Describe** the operating environment and situation facing the Black Hearts Brigade.
- 20.3 **Analyze** how politics, culture, history, and economics might impact 1-502nd's mission.

Discussion Questions:

- 1. What contextual issues have the most significant impact on the mission?
- 2. Have you developed the expertise to deal with the operational complexity of this mission?
- 3. What West Point experiences gave you the skills to understand the operational environment?
- 4. What priorities would you set for your platoon during pre-deployment training?

Assigned Readings:

- 1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Forward, Prelude, Chapters 1: We've Got to Get South Baghdad Under Control, (**skip Chapter 2**), and Chapter 3: This is Now the Most Dangerous Place in Iraq) (46 pages) (**must purchase book**)

LSN 21: Black Hearts II: *Mission and Climate*

Lesson Objectives:

- 21.1 **Apply** the principles of mission command to 1-502nd command climate.
- 21.2 **Explain** how leaders establish either a positive or negative command climate.
- 21.3 **Apply** critical thinking principles to understand the complexity of the mission.
- 21.4 **Explain** how Army professionals can be guilty of tactical malpractice.

Discussion Questions:

- 1. What is the impact of command climate on unit effectiveness?
- 2. How well did brigade, battalion, and company leadership create shared understanding of the unit's mission and intent?
- 3. Did professional malpractice occur at the Alamo?
- 4. What is the connection between enforcing standards and mission effectiveness?

Assigned Readings:

- 1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Chapter 2: The Kunk Gun, Chapter 4: Relief in Place, Transfer of Authority, Chapter 5: 1st Platoon at the JS Bridge, Chapter 6: Contact) (53 pages)

LSN 22: Black Hearts III: *Tradeoffs* (Presentation - Group 3 Due)

Lesson Objectives:

- 22.1 **Summarize** the tradeoffs facing B Company while securing Route Sportster.
- 22.2 **Discuss** how to manage the tradeoffs while accomplishing the mission.
- 22.3 **Describe** and **discuss** the breakdowns in the application of mission command.
- 22.4 **Describe** and **discuss** the impact of sub-culture(s) within 1st Platoon.

Discussion Questions:

1. What are some possible solutions for securing Route Sportster?
2. What are you willing to risk your career for when faced with difficult tradeoffs?
3. How would you confront your boss regarding poor tactical decisions and dysfunctional command climate?
4. What is the right balance between unit cohesion and sub-unit cultures?

Assigned Readings:

1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Chapter 7: Route Sportster and Bradley Bridge, Chapter 8: Communication Breakdowns, Chapter 9: The Mean Squad, Chapter 10: Soldiers are Not Stupid, Chapter 11: Nelson and Casica) (55 pages)

LSN 23: Black Hearts IV: Moral Gravity & Disengagement

Lesson Objectives:

- 23.1 **Analyze** the moral-ethical climate in 1st Platoon.
- 23.2 **Assess** the leadership effectiveness of SSG Miller and SFC Gallagher.
- 23.3 **Describe** how command climate affects a Soldier's moral attitude.
- 23.4 **Discuss** the moral aspects of military expertise in the military-technical and human development fields of expertise.

Discussion Questions:

1. What are the moral implications of issuing orders that Soldiers do not understand and leaders cannot explain?
2. How do you maintain a positive command climate under difficult and negative conditions?
3. What factors contribute to the moral disengagement of 1st Platoon? What actions could you take to prevent their moral disengagement?
4. Using Sweeney and Hannah's framework for closing the moral judgment-action gap, how would you approach a discussion with CPT Goodwin? LTC Kunk?

Assigned Readings:

1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Chapter 12: It's F*#ing Pointless, Chapter 13: Britt and Lopez, Chapter 14: Leadership Shake-Up, Chapter 15: Gallagher) (53 pages)

LSN 24: Black Hearts V: Army Expertise

Lesson Objectives:

- 24.1 **Evaluate** SFC Fenlason's performance using the Army Ethic and fields of military expertise.
- 24.2 **Analyze** the mission SFC Fenlason established in Chapter 19 using the principles of mission command.
- 24.3 **Compare** and **contrast** the leadership approaches of SSG Miller, SFC Gallagher, LT Norton, and SFC Fenlason.

Discussion Questions:

1. Who do you think was the most effective platoon sergeant: SSG Miller, SFC Gallagher, or SFC Fenlason?
2. How would you convince SFC Fenlason to visit other platoon locations besides TCP1?
3. What were the challenges with the mission in Mullah Fayyad? Was the mission a bad idea?
4. What are the moral-ethical implications of the tactical posture of 1st Platoon?

Assigned Readings:

1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Chapter 16: February 1, Chapter 17: Fenlason Arrives, Chapter 18: Back to the TCPs, Chapter 19: The Mayor of Mullah Fayyad) (55 pages)

LSN 25: Black Hearts VI: The Alamo (Presentation - Group 4 Due)

Lesson Objectives:

- 25.1 **Analyze** the factors that contributed to the crime described in Chapter 20.
- 25.2 **Evaluate** 1st Platoon's tactical posture for the JSB mission in Chapter 23.
- 25.3 **Discuss** who is responsible and accountable for the Alamo incident.

Discussion Questions:

- 1. How is it possible for four US Soldiers to commit such a horrific crime?
- 2. Who, if anyone, should be court-martialed for professional malpractice at the Alamo?
- 3. What caused the deterioration of discipline and behaviors in 1st Platoon?
- 4. What constitutes professional malpractice in the Army Profession?
- 5. What could you have done to lead 1st platoon more effectively?

Assigned Readings:

- 1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Chapter 20: The Janabis, Chapter 21: Twenty-one Days, Chapter 22: We Had Turned a Corner, Chapter 23: The Alamo) (52 pages)

LSN 26: Integrative Challenge Introduction and Course Review

Lesson Objectives:

26.1 **Discuss** the format, conduct, and expectations of the Integrative Challenge.

LSN 27: Black Hearts VII: *Moral Courage*

Lesson Objectives:

27.1 Evaluate Justin Watt's decision to report the crime using the moral development framework.

27.2 Analyze the Army Profession's effectiveness during Bravo Company's tour.

27.3 Compare and contrast the moral actions of Justin Watt and Tony Yribe.

27.4 Discuss the platoon leader's role in developing moral courage in their platoon.

Discussion Questions:

1. What motivated Justin Watt to gather information and report the crime?
2. What obstacles made it difficult for Justin Watt to "choose the harder right?"
3. What challenge to the Army Ethic is presented by PFC Barnes' comment about Justin Watt's decision to report the crime?
4. Who do you think is the most tragic character in *Black Hearts*? The most effective? Least effective?

Assigned Readings:

1. Frederick, Jim. *Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death*. NY: Broadway Paperbacks, 2010. (Chapter 24: Dilemma and Discovery, Chapter 25: Remember that Murder of that Iraqi Family?, Chapter 26: The Fight Goes On, Chapter 27: This Was Life and Death Stuff, Epilogue) (54 pages)

LSN 28: Integrative Challenge - Day 1

LSN 29: Integrative Challenge - Day 2

LSN 30: Where do you go from here? (Integrative Challenge - Day 3)

1. Reflect on lessons learned during MX400.
2. Provide feedback for improving MX400 for future commissioned officers.
3. Assess character growth through post-course survey.

Term End Exam