UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK

PL300:
MILITARY LEADERSHIP

COURSE GUIDE

ACADEMIC YEAR 2020-2021
Fall Semester

DEPARTMENT OF BEHAVIORAL SCIENCES AND LEADERSHIP

13 August 2020

Cadets from the classes of 2021 and 2022-

Welcome to PL300 – Military Leadership. It is our sincere hope and expectation that PL300 is the most memorable and relevant class you will take at West Point. PL300 faculty members are excited to be a part of your education and development and are uniquely qualified to assist you. Each instructor was hand-selected based on demonstrated professional, leadership, and academic excellence.

Army Doctrine Publication 6-22 (Army Leadership and the Profession) tells us that leadership is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. With this in mind, PL300 is about arming you with the knowledge to become a better leader, develop better leaders, and make teams and organizations more effective. This course is ideally situated within your 47-month experience. Many of you have had at least one important leadership experience this past summer and most of you are going to serve in one or more leadership roles this academic year. What you learn in this course will be directly applicable in your present capacity, as well as next year and beyond.

This course draws from the study of human behavior at the levels of the individual, group, organization, and society: individual psychology, social psychology, organizational psychology, management, and sociology. Leadership is both an art and a science, so gaining a pragmatic, working knowledge of these sciences while learning more about yourself and others is an important part of preparing the artful leader.

Our nation needs strong leaders of character to face the complex challenges that are certainly in our future. Although *you* are responsible for your own learning and development toward this end, it is our distinct privilege to facilitate your way ahead.

RUSSELL P. LEMLER, PhD
LTC, FA
PL300 Program Director

Course Purpose

As a result of this course, cadets develop their capacity to integrate developmental experiences, new knowledge, and reflection to lead organizations more effectively in a complex world. To this end, PL300 has three main goals:

1. Cadets learn to apply knowledge from the behavioral, organizational, and sociological sciences to understand, explain, predict, and influence human behavior in organizations.

Students who complete this course leave having demonstrated the ability to apply a broad array of scientific knowledge to specific leadership situations; enabling them to better understand what is happening around them, explain it to other people, make reasonable predictions about expected outcomes, and take actions intended to increase performance while improving their organization.

2. Cadets will be inspired to own their own development, and to life-long learning in topics pertaining to leadership and organizational effectiveness.

Students who complete this course leave having realized the incredible breadth and depth of knowledge accessible, but not yet known to them. They demonstrate individual and collective curiosity, seeking to gain additional knowledge and apply it as commissioned leaders of character, throughout a career of professional excellence and service to the Nation as officers in the United States Army.

3. Cadets will reflect on their leadership and become better, more self-aware, and inclusive leaders.

Self-awareness is critical to being a commissioned leader of character. Students will leave this course with a better sense of who they are, their strengths, weaknesses, values, purpose, as well as their biases and tendencies. In this way, students who complete the course will have become better, more self-aware, and inclusive leaders.

Each cadet brings to the table his or her own set of relevant and meaningful experiences and perspectives. Our intent in this course is not to provide the right answers, but to challenge cadets to better integrate their developmental experiences with new knowledge and reflection to lead soldiers and military organizations more effectively in a complex world.

Course Administrative Notes

Rules of Engagement
Faculty and cadets will show, both within and outside of our actual and virtual classrooms and interactions, respect for law and order, personal honor, and the rights of others. In our class: 1) everyone is allowed to feel they can work and learn in a safe and caring environment; 2) everyone learns about, seeks to understand and respect varied races, ethnicities, socio-economic classes, genders, religions, ages, physical and mental abilities, and sexualities; 3) everyone shares in the responsibility to make our class and the Academy a better place to live, work, and learn.

Recordings
Department policy forbids the taping or recording of any class or portion of a class without first obtaining the written permission of the instructor, any speakers or guests present, and each cadet attending the class.

Presentation Materials
Instructors will generally not provide cadets access to their slideshows or presentations. These materials are created merely to facilitate discussion.

Textbook/Required Materials
The required text for PL300 is the *West Point Leadership* interactive digital textbook:

> Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.) (2018). *West Point leadership*. New York, NY: Rowan Technology Solutions.

Cadets will purchase their own, licensed copies of the course textbook directly from the publisher, Rowan. Sharing of eBook access is not authorized and violates the Dean's policy on eBooks and electronic licenses. Textbook costs are entirely devoted to the operation and maintenance of the eBook with all revenues going to the publisher, Rowan. Neither BS&L nor its faculty receives monetary compensation from the sale of the textbook.

Note: The Written Partial Review and Term End Exam typically make use of contexts provided by full-length feature films. This being the case, you may also be required to purchase or rent access to one or two movies as part of the required items for the course. You would view the required films before the exam.

Format of Writing Assignments

All writing assignments in PL300 will be completed using American Psychological Association (APA) format guidelines. Cover sheets with assistance statements and signature are required for all major assignments. These will take the place of the typical APA-style title page. Additionally, cadets need not include an abstract or a running header when handing in writing assignments in PL300.

The APA provides useful annotated papers at https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers

More APA documentation formats can be found at https://owl.english.purdue.edu

Documentation of Course Material in Written Work

Written assignments in PL300 require thorough explanation and application of concepts and theories learned throughout the course. Although some courses at West Point do not require citation of material from the course text, your writing is legitimized when you acknowledge the ideas and findings of published authors and scientists. Your bibliography helps readers find and check the information you reference in your writing or find other relevant information.

For these reasons, on all written assignments in PL300, you are required to cite paraphrases and direct quotes from the course text, as well as from any other source. Doing so gives credit to the original authors for their ideas, rather than taking dishonorable credit for them as your own. It is also common to cite sources when the findings or arguments of other authors agree with or reinforce your own argument, or are otherwise related. If an instructor finds that your work is not original, you may receive a grade of zero on the assignment in question.

Appropriately citing works from within *West Point Leadership* requires you to use APA's citation format for an "article or chapter in an edited book." This citation will include the name of the author(s) of the specific chapter, along with the text's editors and publication information.

The general format for your references to a chapter or article within an edited book is:

> Author (Last name), A. A., & Author, B. B. (Year of edited book publication). Title of chapter. In A. A. Editor & B. B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

Citing a chapter from within *West Point Leadership* would resemble the following example:

> Matthews, M. D. & Lerner, R. M. (2018). Leaders of character: Striving toward virtuous leadership. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Within your writing, you will use APA style parenthetical citations when referencing other authors' work. This includes the author's name and year of publication at a minimum. If it is a direct quote, you must also include the page number(s).

Here is an example of a parenthetical in-text citation:

> Leaders develop best when they are exposed to challenging developmental experiences, which both impart new knowledge and skills, as well as fuel self-reflection (Forsythe & Spencer, 2017).

If you mention the author's name as an introduction to the concept, you do not need to repeat the name within the parentheses, but the year is still required (as well as a page number, if it is a direct quote):

> Forsythe and Spencer (2017) suggest that leaders develop best when they are exposed to challenging developmental experiences, which both impart new knowledge and skills, as well as fuel self-reflection.

The Mentor Relationship
As an integral part of your learning experience, we ask you to seek and build a relationship with a mentor. The purpose of working with a mentor is to share and gain information generally focused on your thoughts, beliefs, and ideas about leadership as expressed in the three major writing assignments of the course: your Journey Line (JL), Leader Self-Assessment (LSA), and Leader Philosophy Paper (LPP) all involve working with your mentor.

Find your mentor early! Identifying a mentor and cultivating a relationship is not something that can be done at the last minute. Your mentor information is due by lesson 4 in class. Your mentor should meet the following guidelines:

- Someone here at USMA.
- Senior to you in age, with significant life and professional leadership experience (e.g., Officers, Non-Commissioned Officers; CPT or above/SFC or above), and Warrant Officers (active or retired).
- Coaches or Title 10 faculty with significant life and professional leadership experience are acceptable – your mentor does not have to wear a uniform.
- Your current TAC Officer/NCO by exception only (instructor approval required).
- Fellow cadets or your family members are not appropriate.
- Do not approach the Superintendent, Dean, Commandant or another current flag officer to be your mentor. These officers are very busy, and experience has revealed that schedule conflicts often prevent both parties

(the officers and the cadets) from engaging in a fruitful mentoring relationship for the purposes of this course.

Your mentor is essential to your PL300 learning experience, and is a part of your graded assignments. Through this experience, you are likely to build or expand a relationship that may continue after the course. Find your mentor early, meet with him or her often, and make the most of the learning opportunity.

Note- your instructors will ask you to provide your mentor's contact information. You should approach your potential mentor prior to providing this information to your instructors to confirm that your mentor is available and able to assist you on your developmental journey.

Lesson Preparation

The *Lesson Objectives* for each lesson will guide you and help you focus your effort. The following list of keywords will help you understand exactly what is required by lesson objectives. The keywords are derived from Bloom's Revised Taxonomy of Educational Objectives and presented in order of an ascending hierarchy.[1] Terms which require little original thought are presented first. When evaluating student performance, the instructor assumes the lower-level skills have been mastered in lesson objectives that are stated at a higher level. It is not necessary to memorize this list of keywords.

COGNITIVE DOMAIN *(Level of Understanding)*	ACTION VERBS WITH DEFINITIONS
REMEMBER: Requires recall of specific information, concepts, and theories from the assigned material.	***Identify:*** To recognize and indicate specific concepts and theories from information such as definitions, names, principles, etc. ***List:*** To reproduce an itemized set of terms, principles, or things in a prescribed order if appropriate. ***Define:*** To state the meaning of a term. ***Describe:*** To give a detailed account of a theory, concept, thing, or an event. ***Differentiate:*** To give a detailed account of distinctions between related theories, concepts, things, or events.

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[1] Anderson, L.W. (Ed.), Krathwohl, D.R.(Ed.), Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001*). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete Edition). New York, NY: Longman.

UNDERSTAND: Requires, in addition to recall, demonstrated awareness of the implications of assignments. Comprehension subsumes knowledge of the material	***Summarize***: To express assigned material in concise form without losing key implications of reading ***Illustrate***: To make plain, clear and intelligible a term, concept or theory by means of figures, examples, comparisons, etc. ***Infer:*** To draw conclusions or make generalizations suggested by a specific set of data. ***Classify***: To place concepts, terms, objects, words, or situations in categories according to specific criteria. ***Relate:*** To bring into logical or natural association by stating the connection between concepts, theories, terms, issues, etc. ***Predict:*** To use a concept, theory, or principle to forecast an outcome.
APPLY: Requires the use of abstractions from assignments to solve particular problems. It includes the ability to predict a probable outcome. Application subsumes comprehension of the	***Explain:*** To use a given theory or concept, to account for the occurrence of a given phenomenon. ***Apply:*** To use learned material such as rules, concepts, principles, or theories to solve a problem in a given situation.
ANALYZE: Requires breaking a situation, issue, or event into its constituent elements so that the assumptions or components are made clear, and the relationships between them are made explicit. Analysis subsumes comprehension of the material to be analyzed.	***Compare:*** To state similarities by bringing theories, concepts, paradigms, or principles together for the purpose of demonstrating likeness. ***Contrast:*** To state dissimilarities by bringing theories, concepts, paradigms, or principles together for the purpose of demonstrating unlikeness. ***Analyze:*** To break down a situation, issue, or event into its component parts, summarizing relationships among components.
EVALUATE: Requires judgment about the value of material based on quantitative or qualitative criteria.	***Discuss***: To state arguments for and against an issue, concept, or term. ***Evaluate***: To form a conclusion as to whether a concept, principle, theory, etc., is right, just or valid when compared against definite criteria established by the instructor or provided by the student.
CREATE: Requires combining elements or parts so as to form a new whole.	***Design:*** To conceive, contrive, or create a plan which draws on two or more elements and has reasoned purpose or intent. ***Synthesize:*** To combine separate elements into an orderly, functional, structured new whole.

Grading & Evaluation

Graded Events

LEADER DEVELOPMENT PORTFOLIO	400 total points
Journey Line (JL)	(175 points)
Leader Self-Assessment (LSA)	(25 points)
Leader Philosophy Paper (LPP)	(200 points)
WRITTEN PARTIAL REVIEW (WPR)	200 points
TERM END EXAM (TEE)	300 points
INSTRUCTOR POINTS	100 points
TOTAL	1000 points

Leader Development Portfolio

In addition to the WPR, TEE, and instructor points, you will complete three important writing assignments as part of your 'Leader Development Portfolio.' The course is designed in three modules which build upon each other from micro to macro. The writing assignments also build on each other, from the past to the future.

The first writing assignment, the Journey Line (JL), asks you to 'look back' – to reflect on your life experiences, and clearly, concisely, and compellingly answer the question "Who am I?" If done well, upon reading your narrative, people will know who you are, how you became that person, and they'll be moved/inspired for having read about your developmental journey as a person and leader. Perhaps more importantly, you will have solidified in your own mind some of your core values and improved your self-awareness, putting you on the path to becoming a more authentic leader (Shamir & Eilam, 2005).[2]

The second writing assignment, the Leader Self-Assessment (LSA), asks you to answer, "Where am I now?" If done well, upon completion, you will have produced a document demonstrating meaningful reflection and increased self-awareness about your competencies and attributes as a leader.

The final writing assignment, the Leader Philosophy Paper (LPP), asks you to 'look forward' – to clearly, concisely, and compellingly answer the question "How will I lead?" If done well, upon reading this document people will know what to expect from you as a leader, they'll be convinced that your personal beliefs about leadership are important to you and have veracity, and they'll be inspired to follow you.

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[2] Shamir, B., & Eilam, G. (2005). "What's your story?" A life-stories approach to authentic leadership development. *The Leadership Quarterly*, *16*(3), 395-417.

Research Participation

The only opportunity for extra credit is to participate in a research study. Researchers are either upper-class cadets or faculty members. There are a limited number of studies available each term. Space is limited, so you are highly encouraged to sign up for those you can commit to. You may sign up and find information about the studies by accessing this link: http://usma-bsl.sona-systems.com/. Studies will populate early in the semester.

The time of participation varies by study (i.e., some require only thirty minutes while others can take three hours), and all research projects are subject to approval by USMA's institutional research board to ensure compliance with ethical guidelines.

You will receive extra credit points for each research study you participate in, typically proportional to the time required. The points you will receive for each study are annotated in SONA. While you can participate in as many studies as you would like, you can receive no more than 30 extra credit points in total.

Late Submissions

Failure to meet a suspense requirement for submission of written work is an academic and professional duty failure. If you turn in a late paper, you have an unfair advantage (additional time) over those students who met the suspense. The additional time spent improving the quality of your paper/project will, therefore, be offset by a grade reduction. Written work will receive a 10% penalty for every 24 hours that the work is late. The 10% penalty is based upon the total point value of the work. The 24-hour period includes weekends and holidays and begins at the date/time the work was due. The first 10% penalty is assessed immediately after the work is late (i.e., the work was not turned in at the date/time it was due).

Leader Philosophy Paper Submission – Term End Examination Failure

A failure to submit the LPP (Annex C) will result in a course failure. The TEE, a comprehensive examination, will test your mastery of lesson and course objectives. A failure to score a 50% or better on the TEE will indicate a failure to master the course material and result in a failing grade for the course, regardless of total points earned for the course.

Grades and Their Meaning

Your final letter grade in PL300 is based on the percentage of total possible points earned on all graded events. The percentages and letter grade equivalents are:

A+	97-100%	A	93-96.9%	A-	90-92.9%
B+	87-89.9%	B	83-86.9%	B-	80-82.9%
C+	77-79.9%	C	73-76.9%	C-	70-72.9%
D	67-69.9%	F	0-66.9%		

"A" Work: (1) Complies with Dean's Criteria, and is theoretically sound; (2) is organized and unified in presentation, e.g., accurately and effectively uses concepts in assessment and application; (3) maintains a level of excellence throughout, and shows originality and creativity in the design of leader actions; (4) is free of errors in grammar, punctuation, word choice, spelling and format, e.g., meets the requirements of correctness and style.

"B" Work: Meets the requirements in (1), (2), and (4) above, but demonstrates less originality or creativity.

"C" Work: Meets the requirements in (1) and (2), but contains relatively little creativity or originality and a few flaws.

"D" Work: Fails to realize several critical elements of (1) thru (4), and to meet some of the criteria in significant ways.

"F" Work: Fails to realize several critical elements of (1) thru (4) and contains serious errors or flaws.

A Note on Grammar and Writing Assignments
You will note in the descriptions above that you will be evaluated for the style and organization of your written work, and not just the theoretical content. The established Dean's writing standards of correctness, style, organization, and substance will always apply.

Effective leaders tend to be exceptional communicators. Your professional writing assignments should be well-thought-out, logically structured, and communicated in clear, concise, compelling language. If you fail to use complete paragraphs and proper grammar, or to proofread your work, expect your grade to reflect that lack of preparation.

A Note on Class Recordings
We may need to record lessons for viewing by absent cadets. Assuring privacy in our classroom promotes open and frank conversation; as such, recordings of class may be used solely for internal class purposes by the teacher and students registered for the course, and only during the registered semester. Teachers will inform cadets in advance if recording a lesson. Cadets may not record a class or share a class recording without the permission of the teacher and any cadets in the video. Teachers may not make subsequent use of a recording without cadet consent or removal of cadet activity from the recording.

LSN #	Date	Lesson Topic	Major Course Events
		PL 300 1-Page Lesson Summary AY 21-1	
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LSN #	Date	Lesson Topic	Major Course Events
Block I: Preparing Yourself To Lead			
1	17/18 AUG	Introduction	
2	19/20 AUG	Authentic Leadership	
3	21/24 AUG	Character and its Development	
4	25/28 AUG	Perceptions and Biases	Mentor information due NLT class start
5	31 AUG/ 1 SEP	Decision Making	
6	2/3 SEP	Resilience	
7	8/9 SEP	Emotional Intelligence	
8	10/11 SEP	Leadership Development	JL (Annex A) due THR 10 SEP NLT 2200
9	14/16 SEP	Humility	
Block II: Leading Others			
10	17/18 SEP	Transformational Leadership	
11	21/22 SEP	Motivation	
12	24/25 SEP	Goal Setting	Note- 2 day meeting before 1 day
13	28/29 SEP	Power and Influence	Note- 2 day meeting before 1 day
14	1/2 OCT	Power and Character	
15	7/8 OCT	Developmental Communication	LSA (Annex B) due THR 8 OCT NLT 2200
16	9/13 OCT	Toxic Leadership	
17	14/15 OCT	Managing Conflict	
18	16/19 OCT	Case Study 1 / Special Topic	
19	22/23 OCT	*Class Drop for 21 OCT WPR Attendance*	WPR on Study Day, WED 21 OCT, 1030-1140
20	26/27 OCT	Principled Negotiation	
21	28/29 OCT	Cross-Cultural Competence	
Block III: Leading Teams			
22	2/3 NOV	Team Dynamics and Effectiveness	
23	5/6 NOV	Cohesion	Note- 2 day meeting before 1 day
24	9/10 NOV	Organizational Justice	
25	12/13 NOV	Assessing Organizational Culture	
26	16/17 NOV	Leading Organizational Change	LPP (Annex C) due TUE 17 NOV NLT 2200
27	18/24 NOV	Socialization	
28	23/30 NOV	Case Study 2 / Special Topic	
29	3/4 DEC	In-Extremis Leadership	
30	7/8 DEC	Course Wrap-Up / Review for TEE	

Lesson 1: Introduction

<u>Lesson Objectives:</u>

1. *Summarize* the purpose and goals of PL300.
2. *Describe* how PL300 will fit into your personal development.
3. *Describe* the selection and use of a PL300 mentor.
4. *Understand* course assignments, assessment, and lesson sequence.

<u>Student Preparation:</u>

Lesson Reading: Review this document (entire PL300 Course Guide) and come prepared with questions about it and the course.

Lesson 2: Authentic Leadership

Lesson Objectives:

1. *Differentiate* between authenticity and authentic leadership.
2. *Summarize* the factors that influence authenticity and authentic leadership.
3. *Evaluate* the argument that authentic leadership positively impacts leaders' effectiveness.
4. *Apply* the authors' ideas about authentic leadership to develop yourself and others as leaders.

Student Preparation:

Lesson Reading: Sweeney, P. J. & Soltwisch, B. R. (2018). Authenticity: A leader's journey to be real. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 3: Character and its Development

<u>Lesson Objectives:</u>

1. *Define* "character."
2. *Describe* the different character strengths and virtues.
3. *Explain* what scientists have learned about the way character strengths and virtues develop.
4. *Apply* knowledge of character and its development to be/become a better leader, develop others as leaders, and make your organization more effective.

<u>Student Preparation:</u>

Lesson Reading: Matthews, M. D. & Lerner, R. M. (2018). Leaders of character: striving toward virtuous leadership. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 4: Perceptions and Biases

<u>Lesson Objectives:</u>

1. *Explain* how perceptual processes, attribution errors, and biases influence how we see others and the environment/situation.
2. *Explain* how the elements of self-concept (i.e., how we perceive ourselves) influence our behavior and well-being.
3. *Apply* knowledge of perceptions and biases to improve the accuracy of perceptions, develop a global mindset, and increase self-awareness in yourself and others.

<u>Student Preparation:</u>

Lesson Reading: Foster, C. & Dobbs, J. (2018). The role of interpersonal perception in effective leadership: A call for self-perception humility and social-perception humility. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Due: Provide mentor's information to your instructor NLT start of class

Lesson 5: Decision Making

Lesson Objectives:

1. *Differentiate* between rational and naturalistic decision making.
2. *Analyze* the ethical decision making tree and its pragmatic application.
3. *Apply* knowledge of decision making to better prepare for, and make, important decisions, enabling you to lead more ethically and effectively in a complex, dynamic, and uncertain world*.*

Student Preparation:

Lesson Reading: Shattuck, L., Rowan, C. & Bell, B. (2018). The leader of character's guide to the science of human decision making. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 6: Resilience

<u>Lesson Objectives:</u>

1. *Analyze* the role of failure, adversity, and resilience in leader (human) development.
2. *Apply* the Strength Model of Resilience to understand, explain, and promote the resilience of people (e.g., your soldiers).
3. *Apply* knowledge of resilience to enhance your own resilience and development as a leader, as well as that of others.

<u>Student Preparation:</u>

Lesson Reading: Brazil, D. & Dunham, Y. G. (2018). Failure, adversity, resilience, and leadership. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 7: Emotional Intelligence

<u>Lesson Objectives:</u>

1. *Discuss* the two major conceptualizations of emotional intelligence.
2. *Summarize* the common ground core concepts of emotional intelligence.
3. *Evaluate* the argument that emotional intelligence impacts leader effectiveness.
4. *Apply* your knowledge of emotional intelligence to develop yourself and others as leaders.

<u>Student Preparation:</u>

Lesson Reading: Lin, E. X. & Britt, K. P. & (2018). Emotional intelligence and leadership: From controversy to common ground. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 8: Leadership Development

<u>Lesson Objectives:</u>

1. *Define* the concept of leadership.
2. *Explain* how aspects of genetic inheritance interact with environmental factors to influence leader development.
3. *Apply* the Leader Development Model to develop yourself and others as leaders, and make your organization more effective.

<u>Student Preparation:</u>

Lesson Reading: Forsythe, G. B. & Spencer, E. H. (2018). Leadership development: Growing effective leaders. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 9: Humility

Lesson Objectives:

1. *Define* humility.
2. *Differentiate* humility from other related constructs.
3. *Describe* how humble individuals behave relative to less humble individuals.
4. *Explain* how humble leaders affect organizational effectiveness.
5. *Discuss* how people may grow in humility.
6. *Discuss* how leaders may help develop a culture of humility in their organizations.

Student Preparation:

Lesson Reading: Swain, J., Owens, B., & Millen, M. (2020). Humility and Leadership. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 10: Transformational Leadership (TFL)

Lesson Objectives:

1. *Summarize* the Full Range Leadership Model (FRLM).
2. *Summarize* Transformational Leadership Theory (TFL).
3. *Explain* the relationships between TFL conditions, behaviors, components, processes, and outcomes.
4. *Apply* knowledge of the FRLM and TFL to be/become a better leader, develop better leaders, and make your organization more effective.

Student Preparation:

Lesson Reading:　　Banks, B. B. (2018). Transformational Leadership: What leaders in values-based organizations must strive to exercise. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 11: Motivation

<u>Lesson Objectives:</u>

1. *Explain* differences in individuals' motivation and behavior as a function of the common biological, social, and psychological forces experienced by people.
2. *Discuss* major situational and process theories of work motivation.
3. *Apply* theories of work motivation to enhance motivation and performance in yourself and others.

<u>Student Preparation:</u>

Lesson Reading: Kanfer, R. & Ryan, D. M. (2018). Work motivation II: Situational and process theories. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Optional Reading: Kanfer, R. & Cornwell, J. F. (2018). Work motivation I: Definitions, diagnosis, and content theories. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 12: Goal Setting

Lesson Objectives:

1. *Explain* how goals impact motivation and performance.
2. *Apply* goal-setting theory to motivate yourself and others.
3. *Apply* knowledge of goal setting to avoid common goal-setting pitfalls.
4. *Apply* knowledge of goal setting to be or become a leader of character.

Student Preparation:

Lesson Reading: Locke, E. A. & Smith, D.R. (2018). Work motivation III: Goal setting for motivation, performance, and character. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 13: Power & Influence

Lesson Objectives:

1. *Analyze* the six different sources (bases) of power.
2. *Explain the relationships* between leaders' bases of power, common influence tactics used, and follower outcomes likely attained when leaders attempt to influence others.
3. *Apply* knowledge of power and influence to become a more powerful, influential leader.

Student Preparation:

Lesson Reading: Overbeck, J. R. & Page, K. E. (2018). The dynamics of power and influence: Understanding where power comes from and how to use it. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 14: Power and Character

Lesson Objectives:

1. *Explain* how power can impact the way leaders think, feel, and behave.
2. *Explain* how power differentials impact human social interaction and relationships in organizations.
3. *Describe* how power both challenges and reveals character in leaders.
4. *Apply* knowledge of power and influence to become a more powerful, influential leader.

Student Preparation:

Lesson Reading: Overbeck, J. R. & Page, K. E. (2018). Power: Understanding its Impact on People. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 15: Developmental Communication

Lesson Objectives:

1. *Summarize* the essential characteristics of positive developmental communication.
2. *Explain* the counseling process, basic counseling skills, and their impact on communication.
3. *Evaluate* the importance of listening and reflecting as communication skills.
4. *Apply* knowledge of counseling to better lead and develop others.

Student Preparation:

Lesson Reading: Caffarel, D. P., & Carter, R. T., (2018). Enhancing leadership through developmental communication. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions

Lesson 16: Toxic Leadership

<u>Lesson Objectives:</u>

1. *Summarize* the attributes and behaviors commonly observed among destructive (toxic) leaders.
2. *Apply* knowledge of the toxic triangle to understand and *explain* how toxic leaders rise to power in organizations.
3. *Apply* knowledge of toxic leadership to counteract toxic leadership and mitigate its impacts.
4. *Synthesize* knowledge of toxic leadership to be a better leader, develop better leaders, and make your organization more effective.

<u>Student Preparation:</u>

Lesson Reading: Eljdid, A. &. Lovelace, J. B (2018). Toxic leadership: A guide to understanding and counteracting destructive leaders. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 17: Managing Conflict

Lesson Objectives:

1. *Apply* the Conflict Process Model to diagnose the types and sources of conflict in organizations.
2. *Apply* appropriate conflict-handling styles (intentions).
3. *Apply* knowledge of conflict and its management to become a better leader, develop others as leaders, and make your organization more effective.

Student Preparation:

Lesson Reading: Boroff, K. E. & Pratt, M. L. (2018). Managing conflict. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 18: Case Study 1 or Special Topic

Lesson Objectives:

1. *Synthesize* relevant concepts from previous lessons to discuss how people can better prepare themselves to lead.
2. *Integrate* and *apply* multiple course theories to effectively address complex leadership situations.

Student Preparation:

Lesson Reading or Case: As directed by instructor.

Return to the 1-page Schedule of the 30 Lessons

Lesson 19: Class Drop for Written Partial Review (WPR)

The WPR takes place during the **Study Day Exam Period on Wednesday 21 October from 1030-1140**. Classroom locations TBD.

Student Preparation: study/review Lessons 1-18. Watch the assigned movie provided by the instructor.

Lesson 20: Principled Negotiation

Lesson Objectives:

1. *Explain* how pre-conceived notions of success impact negotiation processes and results.
2. *Differentiate* between "principled negotiation" and "positional bargaining."
3. *Apply* the seven elements of principled negotiation to prepare for, and conduct, an important negotiation.
4. *Apply* the seven elements of principled negotiation to evaluate the acceptability of a negotiated outcome.
5. *Apply* knowledge of negotiations to be/become a better leader, develop others as leaders, and make your organization more effective.

Student Preparation:

Lesson Reading: Weiss, J., Donigian, A. & Rybacki, M. (2018). Negotiations: An essential skill for leaders. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 21: Cross-Cultural Competence

Lesson Objectives:

1. *Define* cross-cultural competence (3C), and *summarize* its components (culture-general and culture-specific).
2. *Explain* how 3C enables organizations to be more effective when they operate in (or with people from) foreign cultures.
3. *Explain* how 3C enables organizations to sustain and improve internal team dynamics, cohesion, and organizational effectiveness.

Student Preparation:

Lesson Reading: Hajjar, R. M. (2018). Cross-cultural competence: A key ingredient for leading in a complex world. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 22: Team Dynamics & Effectiveness

Lesson Objectives:

1. *Define* organizational (team) effectiveness.
2. *Apply* knowledge of the components of team effectiveness to assess it.
3. *Summarize* the Team Effectiveness Model (TEM).
4. *Apply* knowledge of the TEM to understand, explain, predict, and influence your team's effectiveness.

Student Preparation:

Lesson Reading: Smith, D. R. & Young, L. V. (2018). Team dynamics and effectiveness. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 23: Cohesion

Lesson Objectives:

1. *Analyze* the sources of team cohesion.
2. *Relate* the sources of cohesion to organizational (team) effectiveness.
3. *Explain* the impact of team norms as a moderator of the relationship between cohesion and organizational (team) effectiveness.
4. *Explain* the stages of team development, as described by Tuckman's Theory.
5. *Apply* knowledge of team development and cohesion to create more effective organizations.

Student Preparation:

Lesson Reading: Bullis, C. & Eslinger, N. (2018). Developing cohesive teams. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 24: Organizational Justice

Lesson Objectives:

1. *Describe* Organizational Justice as a multidimensional construct.
2. *Explain* how perceptions of organizational justice relate to team effectiveness.
3. *Apply* knowledge of organizational justice to understand disparate perceptions of equity and fairness in teams and organizations.
4. *Apply* knowledge of organizational justice to anticipate and influence justice perceptions and make your organization more effective.

Student Preparation:

Lesson Reading: Feinberg, K. R. & Smith, D. R. (2018). A matter of character: Leaders as arbiters of equity and justice. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lessons 25: Assessing Organizational Culture

Lesson Objectives:

1. *Apply* the first two phases of the four-phase Leading Change Framework to assess organizational culture and lead positive change.
2. *Apply* Schein's multi-level theory of organizational culture to assess an organization's culture and identify the need for change (Phase 1).
3. *Identify* and reduce resistance to change (Phase 2).

Student Preparation:

Lesson Reading: Spain, E. S., LeBoeuf, J. N., & Cook, C. L. (2018). A leader's guide to assessing organizational culture and leading positive change. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lessons 26: Leading Organizational Change

Lesson Objectives:

1. *Apply* the final two phases of the four-phase Leading Change Framework to lead organizational change and anchor that change into the culture.
2. *Apply* Kotter's eight steps to prepare for (Phase 2), lead (Phase 3), and anchor positive organizational change (Phase 4).
3. *Apply* Schein's Embedding and Reinforcing Mechanisms to more effectively implement the Leading Change Framework.
4. *Discuss* how leaders' character influences the process and outcomes associated with organizational culture and change.

Student Preparation:

Lesson Reading: *(same reading as previous lesson)* Spain, E. S., LeBoeuf, J. N., & Cook, C. L. (2018). A leader's guide to assessing organizational culture and leading positive change. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership.* New York, NY: Rowan Technology Solutions.

Lesson 27: Socialization

Lesson Objectives:

1. *Define* socialization in an organizational context.
2. *Identify* and *define* appropriate goals for organizational socialization.
3. *Explain* how socialization processes work.
4. *Explain* how socialization processes differ.
5. Purposefully *design* a socialization process to enhance organizational effectiveness.

Student Preparation:

Lesson Reading: Hannah, S., & Dawson, J. (2018). Leadership & the purposeful design of effective organizational socialization processes. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 28: Case Study 2 or Special Topic

Lesson Objectives:

1. *Synthesize* relevant concepts from previous lessons to discuss how people can better prepare themselves to lead.
2. *Integrate* and *apply* multiple course theories to effectively address complex leadership situations.

Student Preparation:

Lesson Reading or Case: As directed by instructor.

Return to the 1-page Schedule of the 30 Lessons

Lesson 29: In Extremis Leadership

Lesson Objectives:

1. *Differentiate* between in extremis situations and more typical leadership contexts
2. *Summarize* the characteristics of effective *in-extremis* leadership.
3. *Apply* knowledge of *in-extremis* leadership to be a better leader, develop others as leaders, and make your organization more effective.

Student Preparation:

Lesson Reading: Kolditz, T. A., Mcdonald, T. J., & Smith, D. R. (2018). In extremis leadership. In Smith, Swain, Brazil, Cornwell, Britt, Bond, Eslinger, and Eljdid (Eds.), *West Point leadership*. New York, NY: Rowan Technology Solutions.

Lesson 30: Course Wrap-up / Review for Term End Exam

Lesson Objective:

Synthesize concepts from previous lessons to lead soldiers and military organizations more effectively in a complex world.

Student Preparation:

TBD by instructor

Annex A:
Journey Line (JL)

Length: **6-8 pages, double-spaced (12 pt font; 1" margins; not counting title or reference pages)**

Turn-in: **Submit your assignment via Blackboard (required) as a Microsoft Word document with your name and cadet ID on the cover page, but do not include your name on the page headers. Adhere to any additional submission instructions provided by your instructor.**

The Assignment:
This first writing assignment of PL300 asks you to reflect on your life experiences, and clearly, concisely, and compellingly answer the question "Who am I?" If done well, you will have solidified in your own mind some of your core values and improved your self-awareness, putting you on the path to becoming a more authentic leader.

To substantively answer the question "Who am I?" you must (at a minimum) clearly identify and define your *core values* and your *purpose in life* as you perceive them at this point in your development. You must also explain *how you became such a person* (i.e., what transformative experience did you endure or witness that helped shape you or make you realize your core value)*.* You must also *apply course concepts* to help explain why/how these events shaped you or why/how your core values relate to you being a more effective leader of character*.*

To be more specific, you must explain in detail at least three (3) major developmental experiences or time periods which meaningfully shaped your character and/or you as a leader. You must fully explain the impact each experience or time period had on your understanding of your core values, purpose in life, and/or broader development as a leader. Your reflection on these experiences must reveal not only your detailed knowledge of relevant and specific course concepts, but also your self-awareness of how these events shaped you.

As part of your paper, you should discuss how your interactions with your PL300 mentor might have helped you reflect on your life experiences, make sense of them, and/or more meaningfully articulate your developmental journey.

Documentation & Assessment:
You must document sources in accordance with guidelines articulate on pp. 4-5 of this course guide. You will be assessed in accordance with standards articulated on pp. 9-10.

Annex B:

Leader Self-Assessment (LSA)

Length: **One-page LSA Form (to be provided by instructor)**
Turn-in: **Submit your assignment via Blackboard (required), and adhere to any additional submission instructions provided by your instructor**

The Assignment:
The second writing assignment, the Leader Self-Assessment (LSA), asks you to answer, "Where am I now as a leader?" If done well, upon completion, you will have produced a document demonstrating meaningful reflection and increased self-awareness about your competencies and attributes as a leader.

This assignment leverages the leader attributes and competencies outlined in ADRP 6-22 (Army Leadership Requirements Model). These are the same attributes and competencies incorporated in the Periodic Developmental Review (PDR) processes you engage in at the company level.

How You See Yourself v. How Others See You
To begin, review the self-PDR you completed at the beginning of this semester, and compare it to the feedback others have provided you over time (e.g., look at your PDR summary report).

You must identify and reflect on at least two developmental areas where your self-ratings seem most different from how others have rated you over time. These represent differences between how you perceive yourself and how others perceive you. For example, you may rate yourself high across the Character competency, while others have historically rated you low. Alternatively, you may rate yourself low on Empathy, while others have rated you high.

Focus on the Gaps (Summary of Mentor Feedback)
You are required to engage your mentor in at least one session, exclusively devoted to discussing the LSA. The purpose is twofold: 1) You will gain your mentor's insight and perspective regarding your competencies and attributes, and the feedback you've received from others. And, 2) You will gain your mentor's insight and advice about how the insights gained in this process could fuel your future development as a leader.

On the form, you (the cadet) will summarize your discussion with your mentor. Your mentor is not required to write anything on the form.

Technical Details of the Assignment
- You must type in the LSA form provided electronically by your instructor; each entry must fit in the allocated space for each block.
- Bullets and less-than-complete sentences are acceptable but should consist of professional writing, appropriate grammar, correct spelling, etc.
- You must fill in the date when you engaged with your mentor. Failure to do so will be interpreted as a failure to meet with your mentor and will result in a loss of points.
- You must attach/link the PDRs/Summary Report you reference when completing this assignment.
- The LSA is worth 25 points.

Leader Self-Assessment

Length: **Complete form**
Turn-in: **Submit your assignment via Blackboard (required), and adhere to any additional submission instructions provided by your instructor**

Leader Self-Assessment		
Cadet Name (Last, First)	**Instructor Rank, Name, Section**	**Mentor Rank, Name, Organization**

How You See Yourself v. How Others See You

Step 1: Review your Self-PDR that you were required to complete at the beginning of the semester.
Step 2: Review your PDR Summary Report.
Step 3: Identify two developmental areas where your self-ratings are significantly different from how others have rated you over time. For example, you may rate yourself high across the Character competency while others have historically rated you low. Alternatively, you may rate yourself low on Empathy while others have rated you high.

Focus on the Gaps

With your mentor, discuss the main differences between how you see yourself and how others see you. In your discussion, consider: 1. What conclusions you can draw from this and, 2. How might this information fuel your future development as a leader?

Summary of Mentor Meeting

Max word count: 300

		Date of Face-to-Face Meeting with Mentor	

Annex C:
Leader Philosophy Paper (LPP)

Length: **8-10 pages assembled as follows:**
- **1 page maximum - Leader Philosophy Memorandum**
- **7-9 pages - Leader Philosophy Essay (double-spaced)**
(12 pt. font; 1" margins; not counting title or reference pages)

Turn-in: **Submit your assignment via Blackboard (required) as <u>one complete
Microsoft Word document</u> with your name and cadet ID on the cover page,
but do not include your name on the page header. Adhere to any additional
submission instructions provided by your instructor.**

Assignment Overview:
The final writing assignment of PL300 asks you to answer the question *"How will I lead?"* If
done well, your philosophy will describe what your subordinates can expect from you as a
leader, convince the reader that your leadership priorities are supported by appropriate
theories/frameworks, and inspire the reader to follow you.

Leadership Philosophy Memorandum: (1 page maximum)
Envision yourself as a new platoon leader (2LT) in a specific company at a specific duty station.
Your battalion commander wants to know more about how you aspire to lead within his or her
unit and has requested a 1-page memorandum with 'SUBJECT: How I Will Lead.' Discuss at
least three personal leadership *tenets* (principles), each of which can be a single word or a
phrase of importance to you. Your memo must clearly identify and define each tenet, and
explain their importance to effective leadership. Complete the memorandum with formatting in
accordance with AR 25-50: Preparing and Managing Correspondence, available at
https://armypubs.army.mil/ProductMaps/PubForm/Details.aspx?PUB_ID=65218. Use the
'MEMORANDUM FOR:' format. You should select a real Army unit, but you may use fictional
information for your unit address and office symbol.

Leadership Philosophy Support Essay: (7-9 pages)
Your commander is also interested in why you believe each tenet is important to your
effectiveness as a leader. He or she requests an argumentative essay answering the following
prompt: *describe the relevance and importance of your leadership tenets*. Support your
argument with four specific kinds of evidence:

1. Support your argument by reflecting on your relevant, compelling personal/professional
   experiences or examples you have witnessed first-hand. For each tenet, explain how a
   specific leadership experience developed your perspective on that particular tenet.

2. Support your argument by grounding your tenets in concepts or theories from PL300.
   Explain how specific concepts or theories from the course support the relevance and
   importance of your tenets.

3. Explain how your mentor influenced the selection of your tenets.

4. Support your argument by visualizing future implementation of your leadership tenets.
   Considering your specific situation as a new platoon leader (branch, unit type, missions,,

etc.), briefly describe three leadership challenges you might face. Explain how your leader philosophy will influence your approach to addressing each leadership challenge.

Documentation & Assessment:

You must correctly document sources in accordance with guidelines articulated earlier in this course guide.

Note: The Leader Philosophy Paper serves as a "Signature Writing Event" (SWE) in the West Point Writing Program (WPWP), which supports your development as a writer and communicator across the curriculum. More information about the Writing Program, its underlying principles, and its specific requirements (including the SWE) is available at usma.edu/wpwp.

Note: A failure to submit your LPP will result in a course failure.