

Workbook for **OFFICERSHIP**

KNAPP • TABAR • VISCONTI

MILITARY SCIENCE AND LEADERSHIP MSL 402

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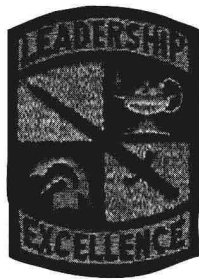
MILITARY SCIENCE AND LEADERSHIP MSL 402

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MSL 402

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INTRODUCTION

OVERVIEW OF THE ARMY ROTC ADVANCED COURSE

The Army ROTC Advanced Course is comprised of four courses, Military Science and Leadership (MSL) 301, MSL 302, MSL 401, and MSL 402 and the National Advanced Leadership Camp. Although presented in a four-semester model, the courses and associated lessons also support both quarter and trimester systems due to the modular design of the program.

The ROTC Advanced Course is designed to teach all knowledge, skills, and attitudes essential for commissioning a new second lieutenant. Its purpose is also to establish a sound foundation for a career as a commissioned Army officer. The content and methods of the Advanced Course assume no prior cadet experience or other military training. This approach is taken because the Advanced Course comprises the minimum curriculum that an individual must complete in order to be commissioned.

Advanced Course lessons are carefully sequenced, linked, and progressive in their treatment of key officer knowledge and competencies. Students are encouraged to integrate learning across modules and lessons to form broader perspectives, deeper insights, and more robust problem-solving abilities. This is accomplished in part through the use of case studies and simulations that require skills and knowledge learned in earlier lessons. The sequencing of lessons is designed to meet the immediate needs of cadets by addressing topics needed for mastery in the performance of cadet responsibilities. The MSL 301 and 302 curricula are organized for success at the NALC, with essential topics developed to facilitate entry into active military service during the MSL 402 term.

OVERVIEW OF MSL 402 COURSE: OFFICERSHIP

The final semester of the Advanced Course focuses on completing the transition from cadet to lieutenant. The semester focuses on four areas: first, the course gives you a basic foundation in military law; next, skills and information on leadership and military science are pulled together in a series of case studies where you apply what you have learned from earlier courses; third, you are given a series of hands-on practice sessions (Cadet Survival Guide) to assist with your transition to officer; and last, the Senior Leadership Project offers you a culmination of the ROTC

learning experience in the form of a semester-long activity whereby you can integrate, apply and demonstrate your knowledge and mastery of military leadership.

The MSL 402 course starts with an introduction to the final semester and an overview of the semester-long Senior Leadership Project. In total, the Senior Leadership Project involves six lessons. Lessons are spaced out between other lesson sets, with three lessons at the end of the semester for the final demonstration. Time for the Senior Leadership Project has been organized in this way to ensure that you and your fellow cadets take the time to plan, to work together, to stage, to analyze, and to have ample time to apply what you have learned in prior years.

An Ethics module follows the introductory lesson. The module consists of four Ethics lessons that expand concepts and principles introduced in MSL 302. The lessons focus on how an officer needs to assess, to establish and to maintain a unit's ethical climate; the lessons underscore the crucial role played by a commander in ensuring that his or her unit acts morally in combat situations. A ten-lesson module addressing military law, leadership and Army organization, including task organizing for operations follows the Ethics module. The module includes both the tactical and the strategic levels. The next set of lessons focuses on emerging technology and the management of technology at the unit level. This is followed by practical sessions on administrative, operational and logistics management involving basic soldier and unit-level support. These lessons are part of a series of seven lessons that comprise the Cadet Survival Guide. The Cadet Survival Guide, like the Senior Leadership Project, is interspersed throughout the semester. Additional lessons on counseling, leadership, financial planning, and developing a personal leadership vision are included. There are two lessons on the administrative requirements for entering the Army. These two lessons cover how to report to the initial assignment duty station and the Basic Officer Leadership Course (BOLC)'s expectations for success. The demonstration activity of the Senior Leadership Project is the Capstone activity of MSL 402. The final lesson encourages review and evaluation of the entire course, including a "lessons learned" brainstorming session and an AAR for the entire ROTC training program. Upon completion of this course you should be prepared to shoulder the responsibility of being a commissioned officer in the United States Army.

COURSE STRUCTURE: A MODULAR APPROACH

This course is structured in modules and lessons. There are five modules containing 36 one-hour (50 minute) lessons as follows:

MODULE	TRACK
Module I	Senior Leadership Project (Lessons 1, 10, 19, 24, and 34–36)
Module II	Ethics and Values (Lessons 2–5)
Module III	Army Profession: Officership (Lessons 6–9 and 11–16)
Module IV	Communications (Lesson 17–18 and 26–27)
Module V	Army Profession: Operations (Lessons 20–23)
Modules VI	Personal Development (Lessons 25 and 32–33)
Module VII	Leadership (Lessons 28–31)

FOCUS ON LEARNING INTEGRATION AND SYNTHESIS

The overall organization of MSL 402 is somewhat different from that of previous years. Whereas MSL 301, MSL 302, and MSL 401 tend to have larger blocks of lesson plans focused on specific subject areas such as Values and Ethics or Leadership, in MSL 402 the lessons tend to be interwoven and in smaller sets of lesson plans. With the exception of the series of lessons on Military Law, MSL 402 is designed to have you apply targeted skills, knowledge, and expertise in ways that build on previous lessons. Note for example, that the Senior Leadership Project extends the length of the semester and has periodic checkpoints between sets of lessons. Learning is more modular. You are expected to integrate what you have learned and then demonstrate your knowledge.

The modules are shown in a recommended sequence. The instructor may sequence them in any way desired, but especially in MSL 402 to do so places the cadets at a disadvantage. The intent has been to sequence both the modules and the lessons within a module logically in order to optimize your understanding. Note prerequisites within a module. Although presented in a semester model, the MSL 402 course and associated lessons also support both quarter and trimester systems due to the modular design of the program.

In addition, **Leadership Labs** that provide practical experience for cadets are scheduled during each semester. Leadership Labs meet a minimum of 1 hour per week. The actual lab sequencing that is used at a given battalion is left up to the PMS to decide. The PMS must ensure that labs are structured to address all of the required individual soldier skills and small unit tactics tasks adequately.

HOW TO USE THIS TEXT

This textbook is divided by sections/modules, and is organized according to the Cadet Command class schedule model. Scope statements for each module are found on the module title pages. Within each module is a series of lessons that support the module. Each lesson begins with a purpose statement and a list of topics covered by the lesson, followed by the learning objectives identified for that lesson and a cadet checklist to guide you when preparing for class. Cadet handouts and exercise worksheets follow the cadet checklist.

WHAT IS EXPERIENTIAL LEARNING?

Experiential learning simply means learning from an experience. When participants are provided the opportunity to “experience” their learning rather than being told what they are to learn, experiential learning is taking place. Experiential Learning is rewarding; yet demanding, for both learners and teachers because the learning takes place during class as much as it does outside the classroom, from unstructured as well as structured experiences. Helpful synonyms are: direct experience, discovery learning, experience-based learning, action learning, active learning, and participatory learning. Experiential learning, is founded on the belief that interaction is central to the learning process: cadet/faculty interaction, cadet/cadet interaction, and cadet/instructional material.

THE CADET COMMAND APPROACH TO ACADEMIC INSTRUCTION

The Military Science and Leadership program is designed to focus on the student learner (the cadet), rather than on the instructor or on the subject matter. Focusing on the cadet requires student-centered objectives and conscious attention to how cadets react to the instruction received. For effective instruction, students need feedback that reinforces learning while identifying and correcting errors. Students need the opportunity to try to work with what has been taught. Too often instruction is limited to the delivery of information, either through reading assignments, lectures, or slide presentations.

Typically, we think of successful experiential learning as consisting of five steps:

1. Readiness/openness to the experience
2. The experience itself
3. Reflection upon the experience
4. Analysis, theory or additional information to clarify the relationship between theory and actions, with an understanding of lessons learned regarding any needed changes
5. The opportunity to re-experience (practice in new situations/practical exercises)

STUDENT RESOURCES

- a. *Cadet Textbook*. The text contains the readings that support the MSL 402 course: Officership.
- b. *Cadet CD-ROM*. A CD-ROM is included in each cadet textbook and contains additional reference materials, readings and multimedia that support the MSL program.
- c. *Cadet Workbook*. Packaged with cadet text of readings, this workbook contains the worksheets that support the exercises woven throughout the course. In addition, the workbook contains checklists and lesson overview statements for use by the cadet when preparing for class.
- d. *Blackboard (Bb)*. The Blackboard course site, <http://rotc.blackboard.com>, contains Military Science and Leadership course materials.

FORMAT OF LESSON PLANS

This is an example of a cadet's lesson plan describing the general content of each field.

1	Lesson Number	Standardized assigned lesson number.
2	Lesson Title	Standardized assigned lesson title.
3	Revision Date	Date last revised
4	Term	Semester or quarter lesson is taught.
5	Cadet Prep Time	Time needed for preparation in and outside of class.
6	Prerequisite Lesson(s)	List of any courses or activities required before taking class.
7	Lesson Overview	<ul style="list-style-type: none"> ■ Context ■ Purpose ■ Prior class activities ■ In class activities and ■ Cadet's learning experiences. <p>This section states the lesson goal, its relationship to the track and overall curriculum, details of the types of activities to be used and how these activities will produce the desired outcome.</p>
8	Lesson Activities	<p>Time, types and sequence of lesson activities to include: lesson:</p> <ol style="list-style-type: none"> 1. Introduction 2. Pre-class activities 3. Set up 4. Lesson conclusion and 5. Requirements for the next lesson
9	Cadet Readings	A complete listing of required and optional readings.
10	Cadet Checklist	A checklist of the steps to follow, material needed to time required preparing for the class.
11	Objectives	A list of Learning Objectives to be met by the cadet that will "enable" the cadet to reach the overall objective(s) of the lesson. These objectives are observable, measurable, and they will be used to evaluate the lesson and cadet's progress.

CONTENTS

INTRODUCTION

Overview of the Army ROTC Advanced Course	ix
Overview of the MSL 402 Course: Officership	ix
Course Structure: A Modular Approach	x
Focus on Learning Integration and Synthesis	xi
How to Use This Text	xi
What is Experiential Learning?	xi
The Cadet Command Approach to Academic Instruction	xii
Student Resources	xii
Format of Lesson Plans	xiii

MODULE I Senior Leadership Project (Capstone) (Part I)

Lesson One: Overview and Introduction to Leadership Project	
Cadet Checklist	4
<i>Senior Leadership Project Instructions</i>	5
<i>Lessons Learned Worksheet</i>	13

MODULE II Ethics and Values

Lesson Two: Assessing the Ethical Climate	
Cadet Checklist	18
Lesson Three: Establishing an Ethical Climate	
Cadet Checklist	20
<i>A Leader's Moral Obligation: Self-Assessment Worksheet</i>	21
Lesson Four: Improving an Ethical Climate	
Cadet Checklist	24
<i>Case Study: Clear the Range</i>	25

Lesson Five: Leadership in Combat	
Cadet Checklist	28
<i>Leadership in Combat (Case Study: Chan Duryea)</i>	29
MODULE III Army Profession: Officership (Part I)	
Lesson Six: Foundations of Military Law	
Cadet Checklist	38
<i>Foundations of Law in Leadership Worksheet</i>	39
Lesson Seven: Administrative Discipline and Separations	
Cadet Checklist	42
<i>Military Justice Game Instructions</i>	43
Lesson Eight: Non-Judicial Military Law	
Cadet Checklist	46
<i>Military Justice Game Instructions</i>	47
Lesson Nine: Punitive Military Law	
Cadet Checklist	50
<i>Military Justice Game Instructions</i>	51
MODULE I Senior Leadership Project (Capstone) (Part II)	
Lesson Ten: Senior Leadership Project	
Cadet Checklist	56
MODULE III Army Profession: Officership (Part II)	
Lesson Eleven: Law of War	
Cadet Checklist	60
Lesson Twelve: Joint Ethics Regulation	
Cadet Checklist	62
Lesson Thirteen: Task Organizing: Tactical Level	
Cadet Checklist	64
<i>Task Organizing a Brigade Combat Team (BCT)</i>	65
Lesson Fourteen: Task Organizing: Strategic Levels	
Cadet Checklist	70
Lesson Fifteen: Task Organization Case Study	
Cadet Checklist	72
<i>Operation Just Cause Case Study</i>	73
<i>Operation Desert Storm Case Study</i>	79
Lesson Sixteen: Military Operations Other Than War	

	Cadet Checklist	82
	<i>MOOTW Operations Exercise</i>	83
MODULE IV	Communications (Part I)	
	Lesson Seventeen: Emerging Technology	
	Cadet Checklist	94
	Lesson Eighteen: Emerging Technology Think Tank	
	Cadet Checklist	96
	<i>Management of Emerging Technologies</i>	97
MODULE I	Senior Leadership Project (Capstone) (Part III)	
	Lesson Nineteen: Senior Leadership Project	
	Cadet Checklist	102
MODULE V	Army Profession: Operations	
	Lesson Twenty: Personnel Administration I	
	Cadet Checklist	106
	<i>Personnel Administration I Exercise Instructions</i>	107
	<i>Peer Evaluation</i>	109
	<i>Quiz</i>	111
	Lesson Twenty-One: Supply Management at Unit Level	
	Cadet Checklist	114
	Lesson Twenty-Two: Personnel Administration II	
	Cadet Checklist	116
	<i>Personnel Administration II Exercise Instructions</i>	117
	Lesson Twenty-Three: Maintenance Management at Unit Level	
	Cadet Checklist	154
	<i>Maintenance Management Discussion</i>	155
MODULE I	Senior Leadership Project (Capstone) (Part IV)	
	Lesson Twenty-Four: Leadership Project	
	Cadet Checklist	160
MODULE VI	Personal Development (Part I)	
	Lesson Twenty-Five: Cadet Survival Guide—Financial Planning	
	Cadet Checklist	164
	<i>Financial Planning Worksheet</i>	165
	<i>Reflective Exercise on Financial Goals</i>	169

MODULE IV Communications (Part II)Lesson Twenty-Six: Cadet Survival Guide—
Counseling Practicum I

Cadet Checklist	174
<i>Cadet Survival Guide—Counseling Practicum I</i>	
<i>Exercise Instructions</i>	175
<i>Counseling Process: Sample Scenarios</i>	177
<i>Job Aid</i>	180
<i>Referral Agencies</i>	181
<i>Observer Feedback Checklist: Counseling Role Play</i>	183
<i>Developmental Counseling Form</i>	185
<i>Crisis-Counseling Worksheet</i>	187

Lesson Twenty-Seven: Cadet Survival Guide—
Counseling Practicum II

Cadet Checklist	190
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MODULE VII LeadershipLesson Twenty-Eight: Cadet Survival Guide—Leadership
Lessons I

Cadet Checklist	194
<i>New Leader Scenarios</i>	195

Lesson Twenty-Nine: Cadet Survival Guide—Leadership
Lessons II

Cadet Checklist	202
<i>Officer and NCO Panel Discussion</i>	203

MODULE VI Personal Development (Part II)Lesson Thirty: Cadet Survival Guide—Developing
a Leadership Vision

Cadet Checklist	210
<i>Leadership Vision</i>	209
<i>Unit Vision</i>	211

Lesson Thirty-One: Cadet Survival Guide—Developing
a Plan of Action for Leading a Unit

Cadet Checklist	216
<i>Plan of Action</i>	218

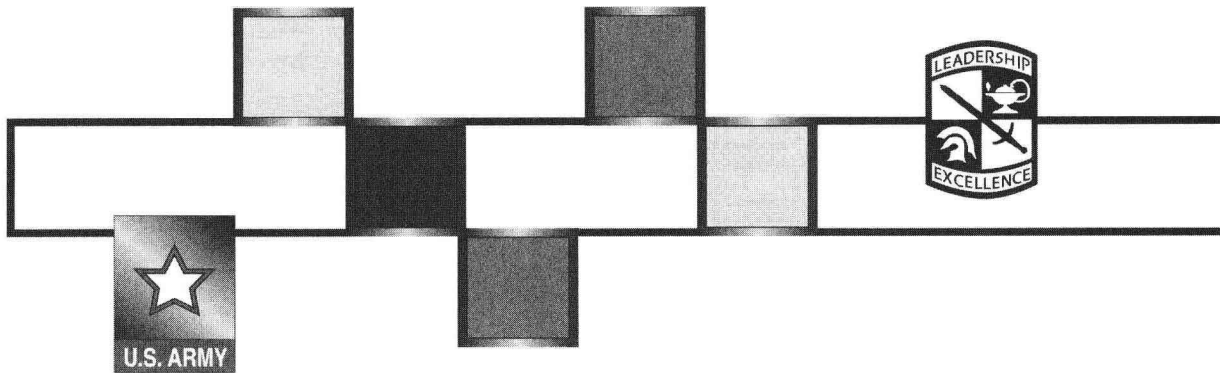
Lesson Thirty-Two: Entering the Service

Cadet Checklist	220
<i>Welcome to the Army</i>	221

	Lesson Thirty-Three: Initial Training Briefing	
	Cadet Checklist	224
	<i>Branch Training</i>	225
MODULE I	Senior Leadership Project (Capstone) (Part V)	
	Lesson Thirty-Four: Senior Leadership Project	
	Cadet Checklist	230
	Lesson Thirty-Five: Senior Leadership Project	
	Cadet Checklist	232
	Lesson Thirty-Six: MSL IV After Action Review	
	Cadet Checklist	234
	<i>Observer's Worksheet—Peer Evaluation</i>	235
	<i>Senior Leadership Project Evaluation</i>	237
RESOURCES		
	URL's Accessed During and in Support of This Course	239
	Copyright Acknowledgments	239
	Standard Forms	
	<i>Cadet Evaluation of Instructor</i>	241
	<i>Reflection Feedback</i>	243
	<i>Summary Review</i>	245

MODULE

I



Senior Leadership Project (Capstone) (Part I)

The Senior Leadership Project module is comprised of six lessons spread throughout the term. The six lessons of the module focus on the Senior Leadership Project. The Senior Leadership Project facilitates a series of activities that have cadets integrate and apply what they have learned from previous years. The emphasis of the Senior Leadership Project is on tactical and operational campaign analysis. You will exercise skills, principles, and concepts you learned from prior lessons. The final MSL 402 lesson includes lessons learned from the project plus an After Action Review of the entire semester and Advanced Course curriculum.

LESSON ONE

Overview and Introduction to Leadership Project

This is the first lesson of the last semester and also the first lesson of six related to the Senior Leadership Project. The lesson gives you a brief overview of the last semester, but with a clear focus on the Senior Leadership Project. The purpose of the Senior Leadership Project is to facilitate a series of activities that have you integrate and apply what you have learned from previous years. The emphasis of the Senior Leadership Project is on tactical and operational campaign analysis that brings together and reinforces critical skills, concepts, and practices.

The following topics are addressed in this lesson:

- Military history;
- Planning;
- Leadership;
- Tactics; and
- Operations.

The following Terminal Learning Objectives (TLOs) are supported in whole or in part by this lesson:

- Communicate Effectively in Given Situation
- Solve Problems
- Plan Military Missions
- Apply Leadership Theories, Principles, and Doctrine
- Understand the Roles and Organization of the Army, DoD, and Joint Operations
- Identify Ways Values Affect Leader Obligations
- Integrate Military History into Education of Officers

Following this lesson you will be able to:

- Demonstrate a variety of communication skills, including writing, briefing, and small group communications;
- Exhibit a variety of skills, including brainstorming, problem solving, analysis, and evaluation;

- Apply analytic skills to understand tactical and operational levels of war; and
- Relate practices and principles of an historic battle campaign to unified war efforts.

CADET CHECKLIST

- ___ Go to Blackboard course and preview the lesson. As time permits, preview MSL402-Lesson 02.
- ___ Complete the required readings:
 - ___ 1. Review *Normandy* on the cadet CD.
 - ___ 2. Scan *Omaha Beachhead* on the cadet CD.

OPTIONAL

- ___ 1. View *Saving Private Ryan*.
- ___ 2. View *The Longest Day*.
- ___ 3. Following class or at the end of class, if time permits, complete either the *Reflection Feedback* or *Summary Review* form located on Blackboard or in the workbook.