



Department of Leadership Studies
171 Moultrie Street
Charleston, South Carolina 29409-0215

LDRS 753 – STRATEGY and CONTEMPORARY MILITARY LEADERSHIP ISSUES
[Term]

Professor:	Class Room:	Online
Phone:	Class Time:	Online
E-mail:	Office Hours:	Not applicable. Online Course. E-mail or call anytime.

Vision

Achieving excellence in the education and development of principled leaders.

Mission

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

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

Citadel Core Values

Honor ♦ Duty ♦ Respect

LDRS Program Student Code

CIVILITY

I will treat classmates, professors, and Citadel staff with respect.

I will display a healthy tolerance for individual differences in demographics, gender, race, religion, and thought.

I will respect the authority, rules, and regulations of The Citadel.

SCHOLARSHIP

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

BEHAVIOR

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

ATTITUDE

My attitude will reflect teamwork, personal responsibility, and a positive approach to being a member of the class.

Course Description: 3 Credit Hours. This course will focus on contemporary military leadership issues derived from the examination of the current environment for military leadership. In addition, the course will focus on the basics of strategy and will include a significant examination of U. S. military strategy. **Prerequisites:** LDRS 750

Course Objectives: The course focuses on developing strategic thinking skills in a military leadership environment. The course also covers contemporary military leadership issues, and the development and communication of a strategic vision. The course will also focus on the critique of current/historical military leadership strategies. As a result of this class, the student should:

1. Know and explain effective strategic thinking processes in a military leadership context.
2. Demonstrate the ability to critique a strategic plan.
3. Demonstrate strategic thinking in a military leadership case situation.
4. Demonstrate an understanding of contemporary military leadership issues.

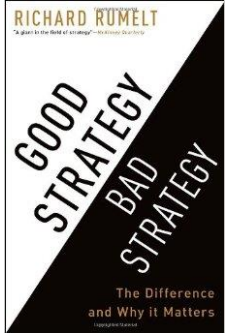
Texts and Materials:

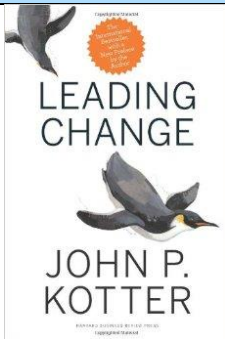
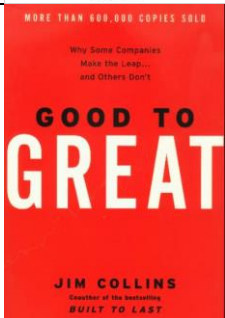
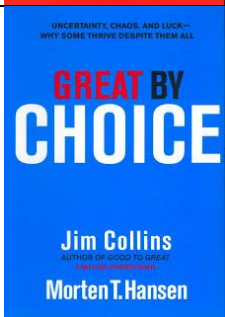

<http://www.strategicstudiesinstitute.army.mil/military-leadership/>

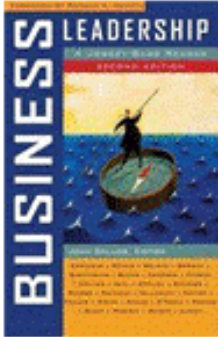

<http://www.amazon.com/lm/RE34AVC1CKBP6>

<https://www.goodreads.com/shelf/show/military-strategy>

Required Textbooks

	<p><i>Good Strategy Bad Strategy: The Difference and Why It Matters</i>, 2011, Crown Business: Random House</p> <p>By Richard P. Rumelt</p> <p>ISBN: 978-0-307-88623-1, Hardcover: 322 pages.</p> <p>eBook and paperback copies also available.</p>
	<p><i>How Wars are Won</i></p> <p><i>The 13 Rules of War from Ancient Greece to The War on Terror</i></p> <p>By Bevin Alexander</p> <p>ISBN: 1-4000-4948-2</p> <p>Three River Press, New York, New York</p>

<p style="text-align: center;"><u>NOTE</u></p> <p>The following books and cases are not required but are used in other courses in the Leadership programs.</p>	
	<p><i>Leading Change</i>, 2012, Harvard Business School Press Author: John P. Kotter ISBN 978-1-4221- 8643-5 Note: the 1996 edition is acceptable eBook also available</p>
	<p><i>Good to Great: Why Some Companies Make the Leap... and Others Don't</i> 2001, HarperCollins Publishers, Inc. Author: Jim Collins ISBN 0-06-662099-6</p>
	<p><i>Great by Choice: Uncertainty, Chaos, and Luck--Why Some Thrive Despite Them All</i>, 2011, HarperCollins Publishers, Inc., Authors: Jim Collins and Morten T. Hansen ISBN 978-0-06-212099-1</p>
	<p><i>Creativity Inc.: Building an Inventive Organization</i> By: Jeff Mauzy and Richard Harriman Publisher: Harvard Business School Press, 2003, Hardback: 232 pages ISBN 1-57851-207-7 (Note: this text is also used in LDRS 711: Leading Change: Organization Development & Transformation)</p>

	<p><i>Business Leadership, 2nd Edition</i> 2008, Softcover/598 pages, Jossey-Bass Publishers, ISBN 978-0-7879-8819-7 Joan V. Gallos, Editor</p> <p>Case: <i>The Republic</i>. Hartwick Humanities in Management Institute Case #3-072.</p>
<p align="center">**The following Case Studies will be made available online in your CitLearn Menu**</p>	
	<p>Case: <i>Sun Tzu's The Art of War</i>. Hartwick Humanities in Management Institute Case #9-735.</p>

1. On War (Everyman's Library (Cloth)) by Carl Von Clausewitz
2. Leadership: The Warrior's Art by Barry R. McCaffrey
3. Small Unit Leadership: A Commonsense Approach by Dandridge M. Malone
4. The Defense of Hill 781: An Allegory of Modern Mechanized Combat by James R. McDonough
5. The Art of Maneuver: Maneuver-Warfare Theory and AirLand Battle by Robert Leonhard
6. Strategy: Second Revised Edition (Meridian) by B. H. Liddell Hart
7. The Art of War by Niccolò Machiavelli
8. Hagakure: The Book of the Samurai by Tsunetomo Yamamoto
9. The Emperor's Handbook: A New Translation of The Meditations by Marcus Aurelius
10. The Art of War (Shambhala classics) by Sun Tzu
11. The Prince (Bantam Classics) by Niccolo Machiavelli
12. Evolutionary Game Theory by Jörgen W. Weibull
13. On Guerrilla Warfare by Mao Tse-tung
14. The History of the Peloponnesian War: Revised Edition (Penguin Classics) by Thucydides
15. The Histories (Penguin Classics) by Herodotus

16. The Persian Expedition (Penguin Classics) by Xenophon
17. Plutarch: Lives of Noble Grecians and Romans (Modern Library Series, Vol. 1) by Plutarch
18. Plutarch's Lives, Volume 2 (Modern Library Classics) by Plutarch
19. Livy: The Early History of Rome, Books I-V (Penguin Classics) (Bks. 1-5) by Titus Livy
20. The History of Rome from Its Foundation, Books XXI-XXX: The War with Hannibal (Penguin Classics) (Bks. 21-30) by Titus Livius Livy

Assignments and Grading:

<u>Assignments and Grading</u>			
Discussion Board Assignments			30%
<i>Introduction</i>		2%	
<i>Discussion Answer Postings</i>		18%	
<i>Discussion Replies</i>		10%	
Strategic Leadership Essay & Plan Critique			25%
Strategic Leadership Case Analysis			25%
Contemporary Issues Paper			20%
		Total	100%

<u>Course Objectives Assessed</u>
1, 2, 3, 4
1,2
1, 2, 3
4

Discussion Board:

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

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

Discussion Replies: This category reflects the quality and quantity of a student's *Replies* to the answers that others have posted. In order to receive any credit, *Replies* must be substantive and relevant to the corresponding answer. Effective replies offer some reflection upon the specific ideas in the answers posted by others. See items 1-5 in *Discussion Answer Postings* above for ideas when

you're unsure how to reply to an answer/posting. No credit will be given for replies that simply state things like the following: *I agree, nice job, well done*, and the like, i.e., if a particular reply could apply to any answer, anywhere, then it is inadequate. The reply should have information that relates to the particular answer to which it pertains. **At least one Reply is required for each question per Lesson throughout the course**, unless otherwise specified. Replies receive either 0, 1, or 2 points. Everyone must reply in each Discussion, including those who are assigned to answer the question. Discussion Replies are due at 11:59 pm, 3 days after the original post due date. See the "Assignment Schedule and Discussion Questions" below for due dates.

Discussion Replies cannot be submitted late for credit.

Note: In the following three assignments you must assume the position of a strategic leader. This means that the requirements of the assignments are not defined by predetermined criteria. Just as a strategic leader must make sense of the world for her or his own people, so, too, you must make sense of the question and answer it in the spirit of famed strategy professor Michael Porter's comments: "Managers must consider everything As for the notion of skating to where the puck will be, I would make both an empirical and a theoretical observation. The empirical observation is that successful companies don't have to skate to where the puck will be—they define it" (*Academy of Management Executive*, 2002, Vol 16, No 2). So, account for everything and define what makes the best possible product.

Written Assignments (cannot be submitted late for credit):

Strategic Leadership Essay and Plan Critique. Include the following: (1) Describe and explain "good strategy" that will produce effective strategic leadership. (2) Describe and explain how strategic leadership and vision impact the process of leading effective change. (3) Critique assigned strategic plan. Submit and post. **Due at end of week/lesson 7**

U.S. Military Strategic Leadership Case. Analyze the assigned case using the strategic and leadership models studied in LDRS 750 and LDRS 753. Submit and post. **Due at end of week/lesson 12**

Contemporary Military Leadership Issues Paper: Write and post an 8 – 10 page paper on a selected contemporary U.S. military leadership issue. The topic, outline and references must be approved by the professor prior to proceeding. **Due at end of week/lesson 14**

Course Schedule

Lesson/Week	Required Reading	Assignment
1	Rumelt 1 & 2	Intro, RI & Q1&2
2	Rumelt 3, 4, 5	Q 3 – 6 + 2R
3	Rumelt 6, 7, 8	Q 7 – 10 + 2R
4	Rumelt 9, 10, 11	Q 11 – 14 + 2R
5	Rumelt 12, 13, 14	Q 15 -18 + 2R
6	Rumelt 15, 16, 17	Q 19 – 22 +2R
7	Rumelt 18	Q 23 +2R
8	Alex 1 & 2	Q 1 - 2 + 2R
9	Alex 3 & 4	Q 3 – 4 +2R
10	Alex 5 & 6	Q 5 – 6 +2R
11	Alex 7 & 8	Q 7 – 8 +2R
12	Alex 9 & 10	Q 9 – 10 +2R
13	Alex 11 & 12	Q 11 – 12 +2R
14	Alex 13 & 14	Q 13 – 14 +2R

Course Schedule Notes

Intro, RI and Q 1 & 2 = post your introduction, respond to one person's posted introduction and post answers to Questions 1 & 2.

Rumelt 1 & 2 = read Chapters 1 & 2 in Good Strategy Bad Strategy by Richard P. Rumelt.

Alex 7 & 8 = read Chapters 7 & 8 in How Wars Are Won by Bevin Alexander.

Q 9 – 10 +2R = post answers to questions 9 & 10 and reply to 2 other student postings.

Questions 1 – 23 for Rumelt will be provided at the beginning of the course.

Questions 1 – 14 for Alexander will be provided at the beginning of the course.

Leadership Essay and Plan Critique due end of week/lesson 7

Case Analysis due at end of week/lesson 12

Leadership Issues Paper due at end of week/lesson 14

Course Requirements and Policies:

Instructional Methods

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

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

Communication and Feedback

All course instruction will take place within and through The Citadel's official Learning Management System known as CitLearn/Blackboard. Students are welcome to e-mail or call the instructor at any time with individual questions or issues, but questions related to the course content and processes which impact all students should be posted to the CitLearn/Blackboard system so that everyone can benefit from the information. Examples of appropriate e-mails or calls outside the CitLearn/Blackboard system include, but are not limited to asking about particular topics on which to do a leadership event analysis, asking for additional feedback on assignments, and informing the professor about personal circumstances impacting an individual's performance in the course. Also, e-mails or calls about other topics of interest, requests for career or professional advice, and general good-natured bantering are welcomed and encouraged as a means to lend a personal touch to our otherwise digital, distant world. So, always feel free to e-mail or call.

Assignment feedback and/or scores will be posted at the end of each lesson and prior to the start of the next lesson. Other feedback will be posted to CitLearn in the location where the assignment was submitted. Students must check their officially assigned Citadel e-mail in order to receive feedback and course announcements.

Course announcements will be posted weekly on the course entry page so that announcements are the first thing seen when opening the course. Students are responsible for reading these announcements and should page down to ensure they've read all of the current announcements. Occasionally an announcement will be both posted to the course and sent through e-mail when timely delivery is necessary.

Students are required to read everything that is posted in every area of the course. The effectiveness of this course depends upon students doing all of the assigned reading as specified in the syllabus, even if they not assigned to answer questions about particular readings. Even though students are required to reply to only one of their colleagues in each discussion forum, students should review all of the postings in order to gain the most benefit from the course discussions. Use of the “Collect” function in the discussion forum makes it easy to quickly review all postings in a single page from top to bottom.

I will reply to e-mails within 24-48 hours, but most often much more quickly than that. You are also welcome to call at any reasonable hour.

Writing Criteria

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

Academic Integrity

Unless otherwise specified, all coursework must be accomplished on an individual basis without assistance from any other person except Dr. Carter. The LDRS Code and academic integrity policy from the CGC catalog apply to all course activities.

“Attendance”

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

Late Work, Make-ups & Re-takes

The following assignments cannot be submitted late: Discussion Answer Replies and those PPT presentations that other students are required to review and reply to. Other assignments submitted late receive a score on a 100-point scale and then 10 points are deducted from that score. Work cannot be submitted for credit later than one week after the due date. *Except for the Personal Leader Development Plan, no work is accepted after the last scheduled lesson (Lesson 14).*

Coordinate all late submissions and make-ups with the professor. There is no opportunity for make-ups, re-takes or extra credit.

Incompletes

The notation of “I” (for Incomplete) is used in instances when course requirements have been very nearly met, but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of “I,” students’ work must be satisfactory at the time they are forced to terminate participation in the course. Unsatisfactory work will result in a failing grade. It is the student’s responsibility to present the “authorized reason” for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the faculty member, the final grade will reflect the grade of zero on all missing work. The removal of the incomplete is the responsibility of the student. The grade of “I” must be removed within the first 30 class days of the next full semester or the “I” becomes an “F.”

Submission of Assignments

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

Students with Disabilities

If you are a student with a disability and need accommodations, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved, and you have your accommodation letter, please see the instructor as soon as possible during office hours. Since this is an online course, notify or contact the instructor accordingly.