

Naval Science Leadership & Management

NS 2321-A Naval Leadership I

Department of Naval Science

Fall 2026

Contact Information

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Class held Tuesday and Thursday: 1230 to 1345

Course Objectives

The course introduces the student to many of the fundamental concepts of leading Sailors and Marines, which will be further expanded during the continuum of leadership development throughout the NROTC program. It introduces those elements of leadership vital to the effectiveness of Navy/Marine Corps officers by reviewing the theories and parameters of leadership and management within and outside of the Naval Service while additionally addressing values development, interpersonal skills, management skills, and application theory. Practical applications are explored through the use of experiential exercises, readings, case studies, and discussions.

Emphasizes the "junior officer as a manager, organizational decision maker and leader." Provides a comprehensive advanced-level study of organizational behavior and management. Major behavioral theories and their practical applications are explored in detail. Other topics include values, ethics, decision-making, communication, responsibility, authority, accountability, and total quality leadership (TQL).

It stresses learner-centered processes, such as collaboration, experiential exercises, reflective writing, and group discussion over lecture and presentations. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts presented in preceding class sessions and relate these ideas to the Fleet. Student participation is critical to this course.

This Course is specifically designed to teach introductory-level leadership and management concepts and applications to sophomore-level NROTC midshipmen and all other interested university students.

Learning Outcomes

- Describe what leadership is, what a leader does, and how leadership is measured.
- Demonstrate self-awareness in the context of leadership, to include promotion of leadership integrity.
- Comprehend and examine prominent classical and contemporary leadership theories.
- Understand and describe the relationship between ethics, moral courage and leadership.
- Explore and debate issues of race and gender in leadership.
- Develop leadership skills to include public speaking and teamwork. This course supports the following Professional Core Competencies:
 - Comprehend command relationships and organization.

- Demonstrate an understanding how the following influence an officer's ability to effectively lead in an organization
- Apply leadership skills to achieve objectives
- Demonstrate the ability to communicate effectively

Required Texts and Materials

- Hughes, Richard L.; Ginnett, Robert C.; and Curphy, Gordon J. **Leadership: Enhancing the Lessons of Experience, 8th Ed.** New York, NY: McGraw-Hill, 2015.
- Wray, Robert O., RADM, USN (ret.), **Saltwater Leadership: A Primer on Leadership for the Junior Sea-Service Officer.** Annapolis, MD: Naval Institute Press, 2013.
- U.S. Department of Defense. **The Armed Forces Officer.** Washington, D.C.: National Defense University Press and Potomac Books, Inc. 2007.

Handouts and Supplemental Readings: as directed by the instructor at no cost. These materials will be available to the class via canvas.

Assignments and other Course Work:

Exams (50% Total). There will be two exams – a Mid-Term (25%) and a Final (25%). Both will be a combination of essay, multiple choice, fill in the blank, and true/false questions. The student's familiarity with course material, as well as his or her ability to apply this knowledge to practical situations, is the measurement goal of the exams. Additional details of each exam (and/or any modifications to format and content) will be discussed in class prior to the exam.

Writing Assignment #1 and #2 (15%)

Writing Assignment #1 – Using the qualities highlighted in the reading for Chapter 6 (Leadership Attributes), write a well-developed and structured 3 page paper reflecting on your leadership strengths and weaknesses. Include an example of an experience that helped you come to these conclusions. Additionally, using one of the many web-based sites that allow you some insight into your personality such as the Keirsey Temperament Sorter or the Myers-Briggs Temperament Indicator (discussed in Highlight 6.2), determine which personality type you are. Discuss your Personality Type and how it fits with your resultant personality type from the MBTI survey. Two sites of use for this are www.humanmetrics.com/cgiwin/JTypes1.htm and www.keirsey.com. Reference the personality survey you chose and if you agree or disagree with the conclusions made regarding your personality.

Writing Assignment #2 – Conduct a leadership and management analysis on a leadership challenge you faced while attending College. Include details of the environment, identify key players- leaders, followers, antagonists if any, why there was a challenge, leadership traits exhibited, leadership skills used, and the results. The result doesn't have to be successful, but regardless of the result, explain why it was or was not successful and recommend changes going forward. Students will be evaluated on their ability to insightfully apply course concepts to the selected topic while constructing original analysis.

Leadership Case Study (15%). Presentations will be coordinated on an assigned case study, The class will be randomly broken into multiple small groups. Each group will lead a presentation linking leadership concepts discussed in class to the assigned case. Every individual member of the group should either present or lead the class discussion at some point during the scheduled period. The rubric for the presentations will be provided when the groups are assigned. The entire class will be familiar with the case studies prior to the presentations, so the presentation stay focused on decisions and actions taken

and not summarizing the situation. Identifying and prioritizing key issues is good to aide in the classes understanding of your approach and reasoning. Do not summarize the text, rather take the next step and describe how you would apply the concepts from the text to the case to achieve the best outcome as a leader. This assignment is assessing your understanding of topics discussed in class and how you would react in the real world.

Quizzes (10%). There will be unannounced quizzes over the course of the semester on the assigned reading for that lesson. The questions for these quizzes will be constructed to verify that the reading has been completed (i.e. they will not be overly difficult or involved). Makeup quizzes will not be administered, as this is unfair to the rest of the class given the “pop” nature of these quizzes. Bottom line: do the reading!

Class Participation (10%). Participation is both quantitative and qualitative. A good baseline for each student to consider is to provide at least one relevant, critically thought-out, and original contribution during each class period. Quality is more important than quantity.

Readings. Reading assignments typically consist of one, and rarely two, chapters of the course text for each session. The chapter reading assignment includes all excerpted and case study material included within the chapter. Additional reading assignments will be made at the end of each class meeting.

Preparation is expected. This course is organized and conducted as a 4000-level class seminar. It demands thorough preparation and participation. You and your fellow students will lead some of the class sessions. Your preparation and knowledge of the subject material is critical to our discussion-based format. The assigned reading must be completed prior to attending class. Failure to do so will become evident during quizzes and seminar discussions and will impact class participation.

Formatting and Citations. All work will be done in accordance with university guidelines. All written work produced for a grade will be typed in an easily readable 12-point font (Courier New or Times New Roman), printed in black ink on white 8.5” x 11” paper, all margins 1”, double spaced.

Grading Matrix

Letter Grades

A+	(97-100%)	A	(94-96%)	A-	(90-93%)
B+	(87-89%)	B	(84-86%)	B-	(80-83%)
C+	(77-79%)	C	(74-76%)	C-	(70-73%)
D+	(67-69%)	D	(64-66%)	D-	(60-63%)
F (Anything below 60%)					

Assignments

Participation/Preparation	10%
Quizzes	10%
Writing assignments	15%
Case Study	15%
Mid-term	25%
Final	25%

Grading Policies

All assignments will be graded on a 100-point scale. Students are welcome to review their progress at any time and discuss assigned grades (including requests for re-scoring) with the instructor. To ensure a level playing field, grades will be reduced for assignments submitted late unless prior arrangements based on unique circumstances have been made with the instructor. Generally, this will mean a 10%

deduction for each day the assignment is tardy. Extensions for assignments or a change in exam dates will not be granted without prior coordination with the professor well in advance of the deadline (normally at least one week in advance).

Incomplete grades or an “I” may be assigned only when an authorized absence or other cause beyond the student’s control has prevented the completion of a major course requirement, usually a final examination or paper, which will remain the case for a significant length of time. You must have a passing average in all work completed at the time the incomplete is given. Incomplete work shall be completed and a grade recorded no later than one calendar year from the term close in which the grade was earned. If the incomplete is not removed within the time allotted, the “I” will be changed to “F” by the registrar.

Academic Integrity

The Core Values of the United States Navy and Marine Corps are Honor, Courage, and Commitment. Academic dishonesty of any kind is contrary to our NROTC Core Values and to the policies of GA Tech and Morehouse and violations will not be tolerated. I expect you to work within these policies (the Navy Core values and your respective college honor policies) throughout the semester. Use the following links for more information on these policies:

<https://policylibrary.gatech.edu/student-life/academic-honor-code>

<https://morehouse.edu/about/services-and-administration/registrar/academic-policies/>

The use of information not your own, to include any form of Artificial Intelligence (AI), is not allowed. If suspected of using AI, the grade will be given a 0. For MIDN, this will trigger a Performance Review Board (PRB).

Other Policies

Professional Dispositions

This is a class which is intended to prepare you for your career in the Navy and Marine Corps or the civilian world. Submissions should reflect your best work to include a spell and grammar check, graphs and charts labeled, and neat formatting to include your name and contact information.

Here are the things I expect from you:

1. Attendance:

Regular class attendance either in person, or via Zoom when available and pre-arranged, is mandatory. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced. Communicate ahead of time if you can’t attend class. Just as you will find with meetings in the Fleet or civilian professional settings, if you arrive just as class begins, you are late. Arrive a few minutes early and get settled in so you can be focused the moment class starts. If you are attending via Zoom, ensure you login in plenty of time so that you can check your audio and video prior to class beginning. Tardiness will result in a lower participation grade.

2. Communication:

You should use a professional tone in verbal or written correspondence. Emails should start with CAPT Vasquez and conclude with “Very Respectfully,” (for military students) or “Sincerely,” (for civilian students). Spelling, grammar, and punctuation should be correct. Be direct and to the point. Do not use excessive exclamation points or SMS abbreviations. Here is a *great* article about how students can send their professors professional, effective emails: <https://goo.gl/h2XRRA> . Class attendance and completion

of course assignments is your responsibility. If you have questions about an assignment or due date, please consult this syllabus and ask. If you have a personal issue that arises, let me know early and we can solve almost any problem.

3. Class Protocols:

Chewing gum, the use of tobacco products of any kind, or vapes will not be allowed in the classroom at any time. Students may bring food and drinks to class but be courteous to other by avoiding offensive smelling food or loud wrappers or crunching. Students are expected to leave the classroom in a clean and orderly fashion. The use of cell phones during class is prohibited unless specifically allowed in support of the class. Be courteous to the instructor and your classmates by placing your phone on silent (not on vibrate) or off during class. The use of a personal laptop computer or tablets in class is not permitted. All slides will be uploaded to Canvas at the start of the semester. Food, beverages, and the use of electronic devices in class are a privilege and I may suspend these privileges at any time. Audio and/or video recording of any portion of class is prohibited expect that approved to accommodate a disability in accordance with University policy.

4. Your Right to Be Here.

You have a right to be here and learn, and so does the rest of the students in the class. I truly desire to make you successful and I will help you as much as I can; but you will need to inform me of any issues, challenges, or obstacles that you may have. Additionally, any student in this course with any disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss the necessary accommodations to ensure full participation and to facilitate educational opportunity. Such facilitation may be the right of the student under federal law.

5. Honesty and Integrity:

As we will cover in this class at length, honesty and integrity are at the heart of being a professional. The legal penalty in the United States Navy and Marine Corps for cheating is significant, but the repercussions to your team, family, nation, and personal character are often far worse. It is never worth trading your character for a few points in your grade. It is better to turn in an assignment late and receive a relatively minor grade penalty than it is to cut corners.

6. Class Discussions:

Learning to express your candid opinions about the course material we will cover is essential to your professional development. Apart from military courtesies extended to the instructor by Midshipmen and Officer Candidate students, all classroom behavior should be “collegial.” Students are free to interject and question without waiting for direct recognition from the instructor (i.e. raising hand and being called upon), so long as the interjection is not unduly disruptive. Don’t keep your ideas to yourself or whisper them to a neighbor. Don’t worry about sounding foolish—it is ok to be wrong. Please remember to respect the opinions and thoughts of your classmates and give them space to “think out loud” or make errors in judgement as we struggle with this material. You and I will also make mistakes that require grace from your classmates. I expect and appreciate your help in gracefully identifying errors while being respectful of others. Discovering that you are wrong and learning to change your mind is essential to being a good leader. Both students and the instructor will “police” classroom behavior. Inflammatory or offensive comments, bigotry, sexual, ethnic or racial slurs, avocation of illegal action, etc., will not be tolerated. A student (and/or the class as a whole) will immediately drop any such line of discussion when requested to do so by the instructor or by another student. Any offended party is obligated to inform the professor, either in public or in private. Any views expressed by the professor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may not be representative of any official policy or viewpoint of the Government, Navy, or respective University.

Course Schedule

Section	Class #	Topic
Intro	1	Course Introduction, syllabus review (Read Syllabus) Ensure CANVAS access to course
Leadership is a process, not a position	2	Chapter 1: What do we mean by leadership? (Read Ch 1 also read Armed Forces Officer Ch 1)
	3	Chapter 2: Leader Development (Read Ch 2)
Focus on the Leader	4	Chapter 6: Leadership Attributes (Read Ch 6, AFO Ch 3)
	5	Chapter 4: Power and Influence / (Read Ch 4, AFO Ch 2)
	6	Chapter 5: Values, Ethics and Character (Read Ch 5, AFO Ch 4)
	7	Convocation
	8	Chapter 7: Leadership Behavior (Read Ch 7, AFO Ch 5)
	9	Chapter 8: Skills for Building Credibility and Influencing Others (Read Ch 8, watch TED Talk)
	10	Chapter 9: Motivation, Satisfaction, Performance (Read Ch 9 including 318-330, 685-690)
Focus on the Followers	11	Chapter 10, Groups, Teams, and Their Leadership (Read Ch 10)
	12	Speed of Trust. Mid-Term review (Read Speed of Trust and AFO Ch 7+8) (Paper #1 Due)
		Mid-term Exam
	13	Ch. 11: Skills for Developing Others (Read Ch 11 441-449, 463-468 and AFO Ch 5)
	14	Chapter 12: The Situation (Read Ch 12 486-512)
Focus on the Situation	15	Chapter 13: Contingency Theories of Leadership (Read Ch 13)
	16	Chapter 14: Leadership and Change (Read Ch 14)
	17	Chapter 15: The Dark Side of Leadership. (Read Ch 15)
	18	Continue Ch 15 and Interactional Framework revisited
		Presentations- Case Studies
		Presentations- Case Studies
		Presentations- Case Studies
		Paper #2 Due / Academic review
		Vision and Conflict (Read Leadership p 666-676) / Course Wrap-up
		Final Exam Review
	Final Exam	

CAPT H. S. Vasquez