Department of Naval Science
Georgia Institute of Technology
Leadership & Management - Spring 2027
(Naval Leadership I - NS-2321-A)

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Office Hours: Monday-Friday by appointment (in person or virtual).
Class Hours: Tuesday and Thursday, 1230-1345, Navy Classroom
Prerequisites: No prerequisites are required for non-ROTC students.

Course Overview.

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. The course will also address values development, interpersonal skills, management skills, and the theory of applying these subjects in the real world. We will explore practical applications using experiential exercises, discussions, readings, and case studies.

The course emphasizes the junior officer as a manager, organizational decision-maker, and leader and provides a 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, and accountability.

The course will stress learner-centered processes, such as collaboration, experiential exercises, reflective writing, and group discussions over lectures and presentations. Case study discussions are sequenced throughout the course to illustrate the relevance of key concepts and highlight real-life applications in the United States Navy and Marine Corps.

Course Outcomes.

1. Describe leadership, what leaders do, and the qualitative and quantitative methods used to measure leadership and organizational effectiveness.
2. Explain the leadership process through the interaction of the leader, the followers, and the situation, including how leadership styles should be adapted to differing circumstances.
3. Demonstrate self-awareness and professional integrity by evaluating personal leadership attributes, behaviors, strengths, limitations, and responsibilities as a leader.
4. Comprehend and examine classical and contemporary leadership theories, including theories involving power and influence, motivation, human behavior, group dynamics, leader development, and organizational change.
5. Explain the relationship among authority, responsibility, accountability, integrity, ethical behavior, and moral courage, and apply these concepts to leadership decisions and professional conduct.
6. Apply leadership and management skills to achieve objectives, including goal setting, delegation, prioritization, feedback, supervision, team development, and the assessment of individual and organizational performance.
7. Examine and debate the influence of various backgrounds on leadership, organizations, group effectiveness, and the experiences of leaders and followers.
8. Demonstrate effective oral and written communication, including clear and concise writing, public speaking, active participation in professional discussions, and the ability to communicate intent and expectations.
9. Comprehend the responsibilities of commissioned officers as members of the profession of arms, including command relationships, leading by personal example, the special trust and confidence placed in officers, and the obligation to support mission accomplishment and the development of subordinates.

This Course supports the following Professional Core Competencies:

1. Comprehend command relationships and organization.
2. Demonstrate an understanding of how certain influences impact an officer's ability to effectively lead within an organization.
3. Apply leadership skills to achieve objectives.
4. Demonstrate the ability to communicate effectively.

Text, Resources, Formatting, and Citations:

Textbooks will be provided to NROTC students by the Department of Naval Science and are the property of the U.S. Government. The primary texts for this course are:

- Hughes, Richard L.; Ginnett, Robert C.; and Curphy, Gordon J. Leadership: Enhancing the Lessons of Experience, 8th Ed. New York, NY: McGraw-Hill, 2015. (**Lead**)
- U.S. Department of Defense. The Armed Forces Officer. Washington, D.C.: National Defense University Press and Potomac Books, Inc., 2007. (AFO)

The school's learning management system (LMS) is the primary source for course material and announcements. Email is secondary. Supplemental materials (such as reading guide sheets) may be provided later. Students are encouraged to use all resources provided to further their understanding of the material. Supplemental material may be posted on the LMS course site.

Formatting and Citations: All work will be done in accordance with the institution's 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 or saved in black ink or typeface on white 8.5 x 11-inch paper or background, with 1-inch margins and double spacing. Grammar and spelling will factor into the grade for any writing assignment; standards and grading impacts will be discussed in class.

Grading Criteria.

Students are welcome to review their progress and discuss why a certain score was earned.

Course Grade Composition

Class Participation	15%
Writing Assignment No. 1	10%
Writing Assignment No. 2	10%
Presentations	10%
Quizzes	15%
Exams	10%
Journals	30%
Total	100%

Grading:

A 90%-100%	B 80%-89.9%	C 70%-79.9%	D 60%-69.9%	F Below 60%

Writing assignments, presentations, quizzes, and exams will be submitted and taken through the LMS. Journals may be submitted in hard copy or by email, as described below. All assignments are due at the beginning of class on the day indicated. Work turned in after the scheduled class session will be considered late. Marks for papers and oral presentations will be lowered by one letter grade increment for each day late. If extenuating circumstances impact the submission of work or absence from an exam or presentation, you must immediately communicate with the instructor.

Course Work.

Exams (10% of total grade).

There will be two exams - a Mid-Term and a Final - worth 5% each and 10% of the total course grade combined. Both exams will be a combination of essays, multiple choice, fill-in-the-blank, and true/false questions. The student's familiarity with course material and ability to apply the knowledge to practical situations is the measurement goal of the exams. Additional details of each exam (and modifications to format and content) will be discussed in class beforehand.

Writing assignment No. 1 (10%).

Using the qualities highlighted in the reading for Chapter 6 (Leadership Attributes), write a 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.keirsey.com and www.humanmetrics.com/cgiwin/JTypes1.htm. Be sure to reference the personality survey you chose and state whether you agree or disagree with the conclusions made regarding your personality.

Writing assignment No. 2 (10%).

Conduct a leadership and management analysis on a leadership challenge you faced while attending college. Include details of the environment; identify key aspects (e.g., leaders, followers, situation, antagonists, etc.); explain why there was a challenge; identify leadership traits exhibited and leadership skills used; and discuss the results. Specific to results, provide a value judgment and insights behind the value judgment, as well as understandings gained (i.e., was the result good or bad? Why? What lessons were learned?).

Journals (30%).

In order to better engage with the material and to practice lucid writing, students will maintain an ethics journal to explore ethical challenges through prompts and exercises assigned in the class. Entries should be approximately 250 words, but not more than a single page. Emphasis should be placed on clear and concise expression of the key ideals. Hard copy or email is acceptable. No one, other than the instructor, will read your ethics journals unless your permission is given in advance.

Presentations (10%).

Presentations will be assigned to individual students for a case study. Each student will lead a presentation linking leadership concepts discussed in class to the assigned case. The rubric for the presentations will be provided when the presentations are assigned. The entire class will be familiar with the case studies prior to the presentations, so the presentations stay focused on decisions and actions taken, and minimal time is spent summarizing or providing background information on the situation. Do not provide a summary of the text. Students will be graded on their ability to describe how they would apply the concepts from the text to the case to achieve the best outcome as a leader. This assignment will assess the students' understanding of topics discussed in class and how they would react in the real world.

Quizzes (15%).

There will be unannounced quizzes over the course of the semester on assigned readings. Quizzes may be administered in the LMS or via class handouts. The questions for these quizzes will be constructed to verify that the reading has been completed. No make-up quizzes will be administered.

Class Participation (15%).

Participation is both quantitative and qualitative. A good baseline for each student is to provide at least one relevant, critically thought-out, and original contribution during each class period.

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

Attendance and punctuality at every class session are expected. Classroom activities and discussion are important aspects of the learning process. Absences and tardiness may be excused on a case-by-case basis and only if arranged in advance. Deductions from the classroom participation grade will be at the professor's discretion.

Excused Absences - Permission for absences must be requested in advance (via special request chit for NROTC personnel).

Apart from naval courtesies extended to the instructor by midshipmen students, classroom behavior of all students should be "collegiate." Side conversations should be kept to a minimum, remain on subject, be non-disruptive, and be inclusive of class discussion. Mobile, gaming, and multimedia devices that are not related to facilitating learning within the class setting are prohibited.

Please come to class prepared. The course is organized and conducted as an upper-level seminar, and the requisite preparation is expected. The knowledge that you bring to class will be critical to the discussion-based format.

Audio or video recording of any portion of class is prohibited, except as authorized for ADA/Section 504 accommodations.

Any student in this course with a disability that may prevent the student from fully demonstrating their abilities should contact the appropriate university office and the instructor as soon as possible to discuss necessary accommodations that ensure full participation and facilitate educational opportunities.

Food and drink in the classroom will be in accordance with building policy.

Honor Code.

Midshipmen students will adhere to the honor code: "A midshipman will not lie, cheat, or steal."

Georgia Tech is an academic community. All members of the community are expected to abide by ethical standards both in their conduct and in their exercise of responsibilities toward other members of the community. The institution expects students to understand and adhere to basic standards of honesty and academic integrity.

Collaboration between students is encouraged. All work assigned outside of class may be freely discussed and shared among students; however, all work submitted for a grade must originate through the student's individual effort and shall be original to that student. The work of another author, or the inclusion of audiovisual or graphical materials in a student's work without attribution to the original author and source, is plagiarism.

Any instances of cheating or plagiarism will result in a failing grade on the assigned work and will be dealt with in accordance with university policy. It may also result in disciplinary or UCMJ action in the case of midshipmen or officer candidates.

Any views expressed by the instructor, unless specifically attributed otherwise, should be considered the personal views of the instructor and may or may not represent any official policy or viewpoint of the government, U.S. Naval Services, or the University.

In this course, most assignments will encourage the use of generative artificial intelligence (GAI) tools and technologies, such as ChatGPT and DALL-E, to enhance the student's learning experience and support academic work. The use of AI should be responsible, ethical, cited, and aligned with student learning. Each student is responsible for assessing

the validity, bias, and applicability of GAI usage and should acknowledge the use of GAI in submitted assignments. Different instructors throughout the Atlanta Region NROTC may have different AI policies and standards; it is the student's responsibility to adhere to the expectations for each course. Violations of this AI statement will be considered academic misconduct.

All forms of communication with the instructor are welcome. Immediately before or after class may not be conducive due to condensed instructor and student schedules. The instructor is available Monday-Friday, but in-office presence is not guaranteed due to teaching requirements at two institutions and responsibilities as Deputy Commander. To guarantee a meeting, please make an appointment. Questions and in-person scheduling may be facilitated through email. Email will be checked periodically throughout the day. Best practice is to place the course number, "MIDN [last name]," and the topic in the subject line to prevent delayed responses.

During the last two weeks of class, students are strongly encouraged to complete the course questionnaire. Constructive student feedback is important.