



## **Course Syllabus and Handbook**

### **Advanced Course**

**(AC V 3.0)**

*Version 1.1,  
20 May 2016*

**Value → Movement → Choice**

**The Key to Leading Change → The Key to Life Long Learning → The Key to Realizing Your Potential**

Army Management Staff College Fort Leavenworth, KS <http://www.amsc.army.mil/>

\*This publication contains extracts from U.S. Army Doctrine

## AMSC Emblem



### *Building the Total Team*

Blue, gold, bronze, and silver are the colors of the seal of the Army Management Staff College. Blue signifies loyalty, gold and silver denote value, and bronze excellence. The bronze torch symbolizes the strength and power of leadership and education. The pen is a symbol of academics and studious endeavor. The sword, in its strength, represents the total Army Team standing as a deterrent to war, between the torch and pen, as a symbol of its dependence on leadership, education and study. The two stars on the golden rim of the shield symbolize the rank and responsibility of an installation commander.

## Table of Contents

Course Director's Welcome .....	1
Advanced Course Syllabus .....	2
Course Description .....	2
Learning Outcomes & Definitions .....	3
Course Structure .....	3
Course Scenarios .....	4
Student Responsibilities .....	4
Academic Integrity .....	5
AMSC Non-Attribution Policy .....	5
Course Graduation Requirements .....	6
Executive Coaching .....	7
Assessments .....	7
Attendance Policy .....	7
Attire .....	8
Class Hours .....	8
Reassessment Policy & Procedures .....	8
Student Computing Policy/Required Actions .....	8
Student Dismissal/Release Policy .....	9
Student Electronic Portfolio .....	10
Student Led Events Guidance .....	10
Appendix A: Advanced Sheets .....	12
Appendix B: Assessments & Rubrics .....	13
Assessments .....	14
Appendix C: Course Schedule .....	19

## Course Director's Welcome

Welcome to the Civilian Education System's (CES) Advanced Course (AC)! On behalf of the entire AC faculty and staff, thanks for taking valuable time away from your workplace and your home front to join us for a four (4) week journey into a leader development experience focused on leader excellence in an environment characterized by ever increasing responsibilities and complexity. Unlike "training" opportunities you may have had during your career, this course is student-centered, instructor-facilitated and based on adult learning principles. Malcolm Knowles, the father of Andragogy (the study of how adults learn), theorized six principles of adult learning. Specifically, that adults learn best when their learning experience: 1) promotes self-direction; 2) connects to past experiences; 3) encourages goal setting; 4) offers a personal benefit; 5) appears useful; and 6) fosters respect.

The course provides a mixture of individual assignments as well as team requirements. As identified by Peter Senge (The Fifth Discipline, 1990), team learning is the new unit of measure for learning organizations. From my point of view – we facilitate leader development by influencing you and your leadership practices as opposed to teaching curriculum about being a leader.

You will have the opportunity to maximize your learning by taking responsibility for your learning. Your facilitators are professional educators; and as such, will set the conditions for learning by providing a safe, secure, and professional learning environment. They will ensure a balance between discovery learning and providing a content rich environment.

My ultimate goal is that all AC graduates have a premier experience that will have positive impact on their organization and will make a difference in the lives of others. I want you to use your influence to create a positive organizational environment while developing others and leading your organizations.

As Organizational and Strategic Leaders, we apply our competencies to increasingly complex situations and shape the Army through change over time. My expected outcomes are that you, the Aspiring Enterprise Leaders, secure National Interests, achieve Mission success, expertly lead organizations, steward resources and create healthy organizational climates.

Army Strong!

Robert E. Brunk, Ed.D.  
Director, CES Advanced Course, AMSC

# Advanced Course Syllabus

## Course Description

The CES Advanced Course prepares upper grade (GS 13-15) Army civilian leaders to assume increasing levels of responsibility and leadership within organizations through resident and distributed learning methods. Our graduates are skilled in leading complex organizations in support of national security and defense strategies; managing organizational resources; leading change; inspiring vision and creativity; directing program management and integrating Army and Joint systems in support of the Joint Force.

**The three major educational approaches** of being *Student Centered*, *Problem Based*, and *Experiential* establish the foundation of how the Advanced Course helps students learn how to lead complex organizations in support of national strategies, and integrating Army and Joint systems in support of the Joint Force. The Advanced Course faculty uses Army doctrine; educational and leadership theories; small group facilitation; and written papers and oral presentations to support the three main educational approaches.

- **Student Centered** – All curriculum focuses on the transference of knowledge through incorporating Life Long Learning with an emphasis on leading complex organizations. This focus encourages students to incorporate “personal experience” as a key element in both professional and personal leadership at the strategic level.
- **Problem Based** – The curriculum provides students with “real world – strategic” issues and problems they will encounter as indirect leaders. Through collaborative learning opportunities with other leaders, students will develop or enhance additional skill sets to be more effective leaders and managers.
- **Experiential** – Students “integrate” their new skills with their existing skills and abilities by using an experiential education methodology containing activities and reflection. This integration occurs in an environment of open discussion in the seminar room that enables feedback from peers and faculty.

This course is built around principles for adult learning:

1. Adults are motivated to learn as they experience needs and interests that the learning will satisfy.
2. Adult’s orientation to learning is life-centered.
3. Experience the richest source for adult learning.
4. Adults have a deep need to be self-directing.
5. Individual differences among people increase with age and experience.

Adult learning:

A process “...In which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals , identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes.”

—Malcom Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy*

As such, the expectation is for the learner to assume primary responsibility for the learning process. Our instructors will guide you through

the material, but cannot make you learn. While some of the content used in this course may seem not relevant to what you do as an Army civilian, the content is often just a vehicle to develop your skills in critical and creative thinking, team building, problem solving and decision making, influence, self-awareness, leadership and Army Design Methodology. Our goal is not to teach you what to think, but help you to develop how you think, reason and solve problems. At times you will be asked to lead teams, at other times to follow and give others a chance to develop their skills. We ask that everyone be respectful of the diversity and experience that each person brings to the course. There will be many opportunities to share experiences and knowledge and learn from each other, all under the deliberate guided coaching of your instructors.

## **Learning Outcomes & Definitions**

The AMSC Advanced Course is designed to produce Army Civilian Organizational and Enterprise-level leaders who can:

### **AC LO 1: Lead a Large Organization**

Enterprise leaders must provide motivation and communicate purpose and direction in an ambiguous and complex environment while building capacity for enhanced individual and organizational performance. Leaders must be able to: model and influence the Army Professional Ethos; demonstrate critical and creative thinking skills through effective problem solving and sound decision-making; communicate complex ideas and achieve shared understanding; develop mutually supportive relationships across the Army Enterprise; and nurture a learning environment that leads to trust, candor and resilience. Finally, leaders must possess a keen awareness of self, the organization, and the external environment in order to make accurate assessments of organizational change.

### **AC LO 2: Manage a Large Organization**

Inherent in leading is the ability to get results by understanding the processes, systems and people within an organization and developing and coordinating these components to achieve maximum and effective output. The Total Army Analysis process is a tool for Army managers to analyze, determine and justify requirements for the future force. Managers must understand and influence this process using sound analysis and decision-making to effectively plan, organize, staff, direct and measure organizational performance. Managers must be good stewards of the profession by holding themselves and others accountable for making prudent decisions regarding resources and expertise.

## **Course Structure**

The Advanced Course is centered on a complex and evolving problem scenario (Capstone Exercise) that is designed to achieve the Learning Outcomes by exercising the Terminal Learning Objectives (TLOs) at the three highest levels of Bloom's Taxonomy; Analyze, Evaluate and Create. The TLOs and supporting Enabling Learning Objectives (ELOs) are described in detail in the lesson Advance Sheets found at Appendix B.

In general, the course is focused around three (3) main themes or modules across 4 weeks. Weeks 1 and 2 are building **Foundational Skills and Application**, Week 3 focuses on

**Strategic Leadership** and developing **an Enterprise Wide Perspective** and Week 4 focuses on **How the Army Runs**. Students will participate in Executive Coaching sessions with their instructors twice during the course and on the 19th day of the course provide a 15 minute leader development plan brief to the seminar on what you learned and how you will apply it when you return to work.

The Course Schedule (separate handout) lays out the flow of the course day by day.

## Course Scenarios

The Army Management Staff College uses scenario based instruction that immerses the student in a realistic problem that forces learners to leverage skills in each of the lesson subjects listed above. This course exercise runs throughout the course and involves a continuously changing scenario. The work is done as a seminar, and periodically you will have individual assignments as part of that seminar. You must work as a team, analyze a complex environment and a complex problem set, develop operational approaches, make recommendations and map out Army processes all while employing the skills taught in the Foundational module of the course.

**The Capstone Exercise:** You are assigned as a member of the Advanced Course Strategic Analysis Team for the Undersecretary of the Army. With changes in the Army operational environment; budget reductions and drawdown; emerging threats from ISIS and other non-state actors; emerging Army role in the Pacific; and a new Operational Concept for 2040, the Secretary of the Army and Army Chief of Staff have created a requirement to examine how Army civilians are developed for the future. Specifically, they have asked **“How should the Army shape the future Civilian Workforce for Army 2040?”**

You and your team will tackle this question and deal with the updates from the Undersecretary’s office as changes arise. You will perform periodic in-progress reviews (IPRs), mostly within the team and informal. Final out briefs to guest receivers will be formal.

As the scenario progresses you will analyze a strategic leadership report and identify key concepts then work them into earlier recommendations. Finally you will work through the Army Force Management Model and outline what it takes to make your recommendations a program of record. The exercise concludes on Day 18 with a formal out briefing to the Undersecretary of the Army or their designated representative.

## Student Responsibilities

In order to graduate from this course, you must:

- Meet course academic requirements
- Conduct yourself in a professional manner
- Be at your place of duty at the specified times
- Demonstrate integrity
- Participate in Student Led Events

## Academic Integrity

The Army Management Staff College is committed to Army values as outlined in ADRP 6-22, **Army Leadership**. Inherent in these values is ethical conduct. You must uphold the highest standards of academic integrity. Cheating, plagiarism in your oral or written work and interfering with the work of others (disruptive behaviors such as withdrawal, interrupting, horsing around) constitutes violations of academic integrity. Ask your faculty members if you have questions about specific assignments or need additional clarity regarding academic ethical expectations.

***Bottom-line: Do your own work; be a team player; and hold yourself and others accountable, and you will find this course rewarding.***

You agree to uphold the **Army Management Staff College Honor Code**, the standards are outlined below:

### AMSC Honor Code

- **I will be truthful in my academic endeavors.** Lying is the willful and knowledgeable telling of an untruth as well as any form of deceit, attempted deceit, or fraud in any oral or written statements relating to academic work.
- **I will be honest in my academic endeavors.** Cheating is inappropriate possession or use of copies of papers, examinations, solutions, or any other controlled issued material (e.g. pre or post assessments, tests, etc....), whether as part of the DL requirements or throughout the resident phase of the course. Inappropriate means that the College did not intend for you to have this material before the examination or performance of other academic work. If you accept copies of papers, examinations, solutions, or other controlled issued material from anyone except designated faculty at the designated time and do not call this to the attention of AMSC personnel (Faculty, Course Director, Academic Operations Officer, Deputy Director and Director, AMSC) you are contributing to cheating. Contributing to cheating is the same as cheating, whether for others or for yourself. **Possession or use of presentations from a previous course is also inappropriate.**
- **I will cite my work.** Plagiarism is presenting another's writing or ideas as your own and/or without appropriate citation of credit. This includes material extracted from written materials, the Internet, or any other source. Use of other learner's, graduate's, or author's work without appropriate citation or reference that this work belongs to another is stealing intellectual property. It is a form of cheating and lying. Using text written by another (short or long) when you know that it is not yours and not giving credit to the owner is a violation of the AMSC Honor Code.
- **I will give prompt notification to my Faculty when I observe academic dishonesty.** I have recourse to the Faculty, Course Director, Academic Operations Officer, Deputy Director and Director, AMSC when I believe that insufficient action has been taken.
- **I will model behavior that reflects the spirit of Army values.** I will insist that my fellow learners also model that behavior.

- **Loyalty:** Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
- **Duty:** Fulfill your obligations.
- **Respect:** Treat people as they should be treated.
- **Selfless Service:** Put the welfare of the nation, the Army, and your subordinates before your own.
- **Honor:** Live up to all the Army Values.
- **Integrity:** Do what's right, legally and morally.
- **Personal Courage:** Face fear, danger, or adversity (physical or moral)

## **AMSC Non-Attribution Policy**

The AMSC non-attribution policy can be summarized as follows: what happens in the classroom stays in the classroom. Academic freedom is a fundamental feature of the adult learning environment. AMSC encourages free and open discussion and exchange of ideas in the classroom. Nothing visitors say while visiting AMSC will be attributed to them personally, either directly or indirectly, by any person. The name of a former visitor will not be used when asking questions or developing discussions with a later visitor. Views of an earlier visitor, whether in agreement with or opposed to those of a later visitor, will not be attributed to the former visitor by name, position, or title. Nothing a visitor says will be attributed to him/her in discussion with any news media, public forum, or in any other way. This policy applies to all staff, faculty, and students.

## **Course Graduation Requirements**

### ***Distributed Learning Phase Prerequisites: (Individual Requirements)***

- Complete DL prior to resident Phase Attendance
- Multi-Source Assessment and Feedback (360) – (If one is not done prior to Resident Course arrival then it is expected that one will be initiated prior to departure from the course)

### ***Resident Phase Requirements: (Team & Individual Requirements)***

#### **Prior to Arrival at the Resident Phase:**

- Visit the Blackboard website and become familiar with it
- Complete the Course Pre-Assessment in Blackboard
- Complete all assessments

#### **Team Requirements:**

- Complete all exercise requirements

#### **Individual Requirements:**

- Multi-Source Assessment and Feedback (360)
- Participate in coaching sessions with your instructor

- Conduct Self & Peer Assessments
- Writing Requirement # 1
- Writing Requirement # 2
- Individual Leader Development Plan Presentation for Day 19
- Participate in student led events
- Daily Leadership Journal Completion

## Executive Coaching

Your assigned faculty member will convene at least two coaching sessions with you during the course:

- Initial coaching will be conducted in Learning Groups.
- Mid-Term course coaching will be conducted individually and will focus on your course progress; your strengths and areas for improvement; your personal goals; and feedback from your facilitator / coach regarding your individual and team deliverables.
- Final coaching is your Leader Development Plan Presentation, completion of your leadership Journal, and final feedback from your peers and Facilitator / Coach.

## Assessments

- Multi-Source Assessment and Feedback (360).
- Self & Peer Assessments.
- Leadership Journal entries.
- Writing Requirements (Essays).
- Oral Presentations.
- Group/Team work.

Selected assessments are explained in more detail in Appendix B: Assessments

## Attendance Policy

It is mandatory that you attend all scheduled activities, unless properly excused by the Course Director. Your instructor will not tolerate unexcused absences or tardiness. You may be subject to administrative action based on an unexcused absence or tardiness. You must resolve commitments that conflict with the College's expectations before arriving. In emergencies, you may miss certain learning activities without having to drop the course, while other learning activities are mandatory, and you will have to make up those requirements in order to graduate.

Except for students who reside in the Fort Leavenworth commuting area, you are required to be a resident at the school while attending CES courses. The daily academic schedule features eight hours of in-class work, although many study days may be longer and homework needed to prepare for the following day.

- *Absences due to Emergencies:* In the event an emergency causes you to miss instruction; you must contact one of your instructors as soon as possible. If you cannot reach an

instructor, contact the Academic Student Support Team at 913-758-3576 and provide information concerning the circumstances surrounding the emergency.

- *Absences due to Non-Emergencies:* As a general policy, you are not authorized to miss class for personal/non-emergency reasons. However, upon proper justification, the Course Director may allow up to eight (8) hours of missed class. If excused from a class, you must satisfactorily complete all missed activities and assignments. You are responsible for coordinating with your instructors regarding the completion of missed work.

## Attire

- The uniform of the day is business casual; ACUs for military personnel.
- Graduation Ceremony **requires** business professional attire; ASUs for military personnel. (This may be altered based on climate conditions per direction of the AMSC or Advanced Course Director.)

## Class Hours

The class schedule is 0800 to 1630 hrs. (8:00 AM to 4:30PM) unless specified otherwise.

## Reassessment Policy & Procedures

Instructors assess students' assignments on a "pass/fail" basis. Examples of "fails" include failure to complete an assignment, or pre/post-assessment; scoring less than 80% against an established rubric for writing / presentation requirements; or missing more than eight (8) approved hours of absence from instruction. The AC Director will assess students who receive a "fail" to determine fitness for retention in the course.

## Student Computing Policy/Required Actions

### Guest Accounts

As you begin class at AMSC you will undoubtedly notice that you are using a NIPRnet computer, because of this there are some issues that will affect some of you.

Many of you will receive "guest accounts", this is caused by your Major Command not being TRADOC.

1. Login in to your machine using your CAC Card at 0900. This will timestamp your guest account if you have one.
  - a. The machine may not recognize your credentials, IE: Windows could not verify your credentials.
  - b. If so please attempt to login again, this will create a DoD guest account, your screen will have a solid blue background with a DoD visitor warning. In this mode you will not be able to save to your computer, browsing the Internet will also require approval.
2. Once you have logged in, please log out of your machine.

- a. For those of you who are guest accounts, we will attempt to move these created accounts to a more controlled environment. This environment will give us more control of your account. Further it will allow you to print and also save to your computer.
3. If you have not supplied the required training, AUP and DoD SAAR 8570 before class, then this will have to be collected at this time, if you are a DoD guest.
4. Provided that everything goes according to plan you should have a full account by the morning of the second day.

### **Logging Off/End of Day**

1. At the end of the day, please ensure that you log off your computer.
2. Please make sure that you leave the computer powered on.
  - a. If you fail to leave the computer powered on it will not receive updates.

### **Printers and Copiers in the Classroom**

1. Printers and Copiers are provided for your use.
  - a. Please limit printing to necessary classroom related activities.
  - b. Printers will be provided with a set amount of paper. Your instructor will have to request more paper if this is needed.

**Blackboard:** Blackboard is located at: <https://www.amsc.blackboard.com/>

### **Wireless**

1. There is a commercial wireless network available in the building. To connect to this choose the wireless network. Once you have chosen this agree to the terms.
2. You are not authorized to use the NIPR computers to connect to the wireless in the building. Connecting to wireless with a NIPR computer is a violation

### **Student IT Support**

1. Student IT support is available by calling, 684-5700 and specifying your room and issue.
2. For immediate response have your instructor contact the AMSC IT office.

### **Student Dismissal/Release Policy**

Under certain conditions, students may be dismissed or released from the course before course completion. Students may be considered for dismissal for the following:

- Compassionate reasons (illness, injury, family emergencies or other reasons beyond the control of the individual)
- Academic deficiency (cheating, plagiarizing, unexcused absences, or failure to turn in assignments)
- Personal conduct (repetitive disruptive behavior that interferes with safe learning environment for other students, or academic integrity violations)

Disenrollment for compassionate reasons beyond the control of the individual will be made without prejudice. The student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist.

Dismissals for academic deficiency and personal misconduct will result in the AC Director contacting the student's supervisor to provide justification for removal and determination of recycling or permanent dismissal from CES program.

## Student Electronic Portfolio

While attending the Advanced Course, students will maintain an electronic portfolio in Blackboard. A portfolio is a collection of student work (individual and group) that depicts a student's academic activities, self-reflection and work products. It also contains some content generated before attending the course.

The portfolio helps illustrate student talents, represents your writing capabilities, and basically tells the story of your achievement. Because you will complete several self-assessment instruments and maintain a daily journal, these items are also part of your overall portfolio. All content in your portfolio with the exception of your student folder are private and accessible only by you and the instructor. Note that your portfolio is viewable in Blackboard for 90 days after the end of the course.

Your student portfolio is structured in three parts as depicted in the following table:

Advance Course Student Portfolio		
Gradebook	Student Folder	Instruments
<ul style="list-style-type: none"> <li>✓ Pre-Course Assessment</li> <li>✓ Initial coaching</li> <li>✓ 1<sup>st</sup> writing requirement</li> <li>✓ Mid-term coaching</li> <li>✓ 2d writing requirement</li> <li>✓ Leader Development Plan</li> <li>✓ Post-Course Assessment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work products</li> <li>✓ Misc.</li> </ul>	<ul style="list-style-type: none"> <li>✓ MSAF</li> <li>✓ MBTI</li> <li>✓ SDI</li> <li>✓ Peer assessments</li> <li>✓ Leader Development Workbook</li> <li>✓ Leadership Journal</li> </ul>

## Student Led Events Guidance

**Student Leadership** – At the beginning of the day, students will facilitate a review and preview of the previous and upcoming day, inviting their peers to share key learning points and moments and to connect the previous day with the upcoming day. The students coordinate the daily activities of the seminar. They will address the major activities of the day with their peers in the seminar, with the instructors, and with other seminars. They will coordinate student-centered activities such as timing of breaks, length of breaks, lunch, etc.

**After-Action-Review** – The purpose of the student-led AAR is to practice the skills that are present in a learning organization by facilitating a discussion/review of a recently-completed activity. A quality AAR will feature an examination of both "Content" (task accomplishment) and "Process" (interpersonal, teamwork, emotional reactions), as they relate to the Advanced Course Goals and the directions in the Problem Charge. A future focus that addresses applications of lesson learned will help students internalize valuable learning points.

**In-Progress-Review** – The purpose of the student-led IPR is to practice the skills that are present in a learning organization, by checking the progress of an on-going activity in the seminar. The IPR will bring to light any unresolved questions or issues and will also provide a forum for students to share their understanding and progress of the activity. An IPR may also allow students to express key learning points during the activity and connections with previous learning activities.

**Student-Led Facilitation** – The purpose of the student-led facilitation activity is to practice the skills that are present in a learning organization by facilitating a discussion about a specific piece of literature or topic. A quality facilitation will be an open-ended discussion in which many viewpoints are expressed **AND** understood. Open-ended questions, and personal connections to the material will help ignite thought, reflection, and inquiry. Everyone involved should feel a sense of comfort and confidence to participate.

**Guest Receivers** – Throughout the Advanced Course there will be times when there will be Guest Receivers, who are Subject Matter Experts, coming to receive the final briefings you have generated. These guests will be coming to the Seminars to receive the briefings and are to be accorded the courtesies due the positions they are representing. Therefore; the Seminar students will identify a student(s) who will meet the Guest Receiver prior to entry into the classroom, escort them to the briefing area, introduce the Guest receiver to the Seminar, and thank the Guest Receiver upon completion of the briefing(s) and follow on discussions. Implied also is the responsibility to insure the briefing area is established and ready for the arrival of the Guest Speaker.

## Appendix A: Advanced Sheets



**Advanced Sheets can be located in Blackboard under Curriculum by lessons file.**

## Appendix B: Assessments & Rubrics



## Assessments

- **Multi-Source Assessment and Feedback (360).** Prior to arriving at the Advanced Course students should have completed a 360-degree leader assessment from the Army's online Multi-Source Assessment and Feedback (MSAF). Although feedback is personal in nature it is highly recommended that the results of the report be discussed with a coach. Individuals may take advantage of the professional online coaching available through [www.msaf.army.mil](http://www.msaf.army.mil). Individuals may also review MSAF results with an Advanced Course coach. These coaching sessions are separate from the scheduled coaching sessions and should be set up based on individual interest.
- **Peer Assessment.** You will conduct Peer Assessments. This group feedback and the coaching sessions will provide you an opportunity to receive feedback that may validate or show improvements relating to your MSAF results, especially in relationship to your peers.
- **Writing Requirements (Essays).** The essays allow you to elaborate, explore, and connect the course material with your own professional and personal experiences. More specifically, the essays provide an opportunity for you to explore the complex and diverse material that you encountered and explain how those concepts apply to you and your workplace.

These assignments consist of the following required elements defined as follows:

### Essay # 1 – What is My Leadership Philosophy?

1. The purpose of this essay is to describe your leadership philosophy after reflecting on the material presented in the first week of the course.
2. Use the reading from Tom Deierlein to assist you in developing your Leadership Philosophy.
3. **“Why You Should Have A Written Leadership Philosophy”** by Tom Deierlein, <https://www.linkedin.com/pulse/why-you-should-have-written-leadership-philosophy-tom-deierlein>

**Assignment Submission:** Upload individual assignments into the Submit Assignment folder in Blackboard IAW the course schedule.

### Essay # 2 – How does my Leadership Philosophy support the execution of Mission Command and enhance my Leader Identity?

The purpose of this essay is to consider the 6 principles of Mission Command in ADP 6-0 as you write essay #2.

**Assignment Submission:** Upload individual assignments into the Submit Assignment folder in Blackboard IAW the course schedule.

You need to address the requirement for each essay in an organized and well-written manner. Each essay will consist of **500 - 1000 words (NTE 1000 words)** (~2-4 pages) composed in 12-pitch font, Arial script, double-spaced text, 1-inch margins. Reference will be expected and will be cited appropriately per an appropriate publication protocol (e.g. APA, Chicago, Turabian, etc. ...). **No Abstract is required.** Each essay must be original work and appropriate to the specific question. A slightly modified version of a previously submitted essay is unacceptable. While you

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may cite from your previous work, less than 5% of your current work can be direct quotes.

This also applies to citations from other sources. The quality of the writing needs to reflect serious critical and creative thinking, and the paper should demonstrate your professional writing abilities (i.e., correct grammar, proper sentence structure, professional writing style, and comprehension of the course content) IAW AR 25-50. Faculty will use a grading rubric to assess your essays.

## General Writing Assessment

STUDENT NAME:

DATE:

EVALUATOR:

TOPIC:

Formative Essay

	Grade	<b>FACULTY COMMENTS:</b>
<b>ORGANIZATION + BODY</b>	<b>30%</b>	
Introduction + Thesis (10%)		
Organization + Flow (10%)		
Conclusion (10%)		
<b>CRITICAL ANALYSIS</b>	<b>50%</b>	
Focus (20%)		
Logic (10%)		
Depth/Breath (10%)		
Support (10%)		
<b>READABILITY + STYLE</b>	<b>20%</b>	
Readability/Style (10%)		
Syntax/Grammar (10%)		
<b>FINAL GRADE</b>		

Overall Comments:

## Criteria Descriptions

Criteria	Failed to Meet Minimum Standards	Fair	Satisfactory	Good
<b>Introduction + Thesis (10 points)</b>	Missing clear introduction; jumps directly into topic. No clear thesis statement.  0-5	Introduction reflects barely adequate information to acquaint reader to the problem context. Thesis not entirely apparent.  6-8	Contains a focus and provides sufficient detail to set the stage for the body of the essay, but may contain extraneous information. Thesis mixed among many sentences and hard to piece together.  9	Introduction is sharp and inviting, with distinct focus; Thesis is evident, and the point to be argued is well-stated.  10
<b>Organization + Flow (10 points)</b>	Is random and without focus or organization.  0-5	Essay organization is choppy and may, at times, be difficult to follow.  6-8	Is logical, clear, and controlled.  9	Has a clear sense of logical order appropriate to the content and thesis.  10
<b>Conclusion (10 points)</b>	None provided.  0-5	Conclusion is recognizable and ties up almost all loose ends.  6-8	Conclusion effectively summarizes topics.  9	Summarizes the material considered, draws conclusions, and, where appropriate, makes recommendations  10
<b>Focus (20 points)</b>	Essay lacks a focus; no effort to relate the essay to the assigned topic.  0-5	Essay reflects pointless or distracting departures from the focus of the assigned topic.  6-10	Most of the essay is related to the assigned topic. The essay wanders off at one point, but the reader can still learn something about the topic.  11-15	Paper fully met the focus of the essay and addressed the assigned topic.  16-20
<b>Logic (10 points)</b>	Inconsistent arguments; no analysis evident or presents a simplistic, inappropriate, or incoherent analysis of or response to the issue.  0-5	Presents an adequate assessment of the issue, elaborating the response with sufficient examples and acceptable reasoning. In some cases, may lack evidence to support analysis—making broad generalizations and unsupported assertions.  6-8	Presents a thoughtful assessment of the issue, elaborating the response with appropriate examples and sensible reasoning.  9	Presents a cogent analysis of the stated issue, elaborating the response with well-chosen examples and persuasive reasoning; arguments unfailingly consistent; does not contradict stated positions; conclusions follow from the available evidence.  10
<b>Depth/Breadth (10 points)</b>	Did not address the complexities of the issue  0-2	Superficial coverage of the issue  2-5	Moderate coverage of the complexities of the issue  6-8	Fully addressed the complexities of the issue.  9-10

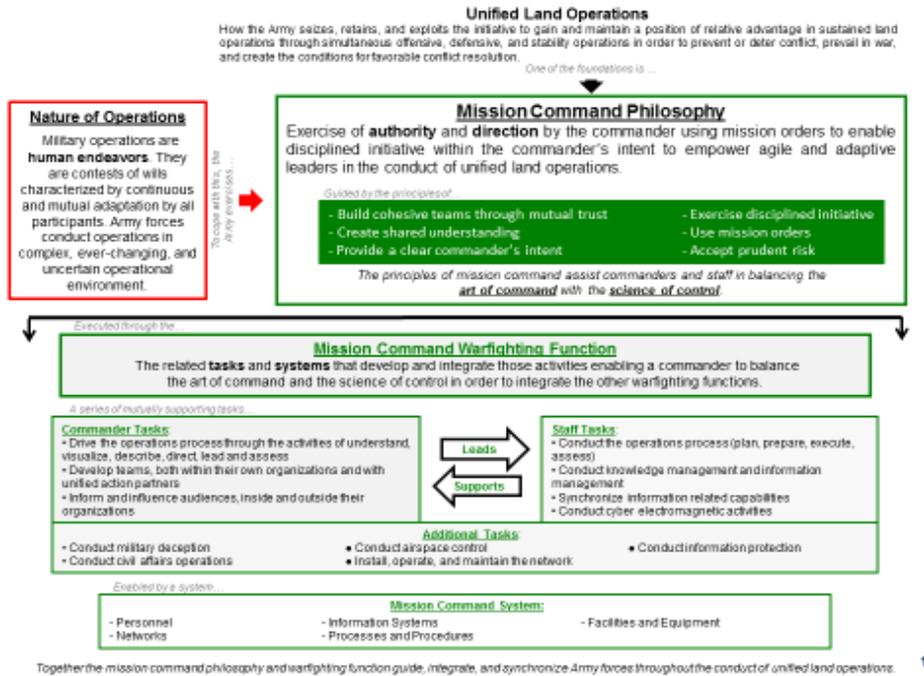
<b>Support (10 points)</b>	Opinions, findings, recommendations, and assertions unsupported.  0-5	Opinions, findings, recommendations, and assertions partially supported.  6-8	Opinions, findings, recommendations, and assertions moderately supported.  9	Opinions, findings, recommendations, and assertions fully supported with pertinent, concrete evidence.  10
<b>Readability/Style (10 points)</b>	Writing unclear and difficult to follow; excessive jargon; paper is poorly structured. Excessive use of long, cumbersome sentences and paragraphs.  0-5	Writing is marginally clear and easy to follow; contains excessive jargon; contains many long, cumbersome sentences and paragraphs.  6-8	Writing is clear and easy to follow; may contain some excessive jargon; may contain few long, cumbersome sentences and paragraphs.  9	Writing clear and easy to follow; author avoids excessive jargon; paper is well structured. Author avoided long, cumbersome sentences and paragraphs.  10
<b>Syntax/Grammar (10 points)</b>	Fails to demonstrate competency with language use; sentence constructions and vocabulary may be inappropriate, facile, or incoherent; contains serious and multiple errors that seriously hinder the reading of the paper. No evidence of transitions between paragraphs or sections.  0-5	Demonstrates competency with language use, but sentence constructions and vocabulary may be limited or repetitive; contains multiple errors that hinder essay's readability. Inadequate transitions.  6-8	Demonstrates knowledge of and skill with complex and varied sentence constructions and vocabulary; may contain errors, but these errors do not interfere with the essay's overall effectiveness. Basic transitions are used.  9	Uses sophisticated language that engages the reader; uses precise language that expresses complex ideas clearly; contains few, if any, errors of spelling, grammar, paraphrasing, or plagiarism. Transitions are mature and graceful.  10

## Appendix C: Course Schedule



Published as a separate attachment

# MISSION COMMAND CONCEPT



# ARMY DESIGN METHODOLOGY

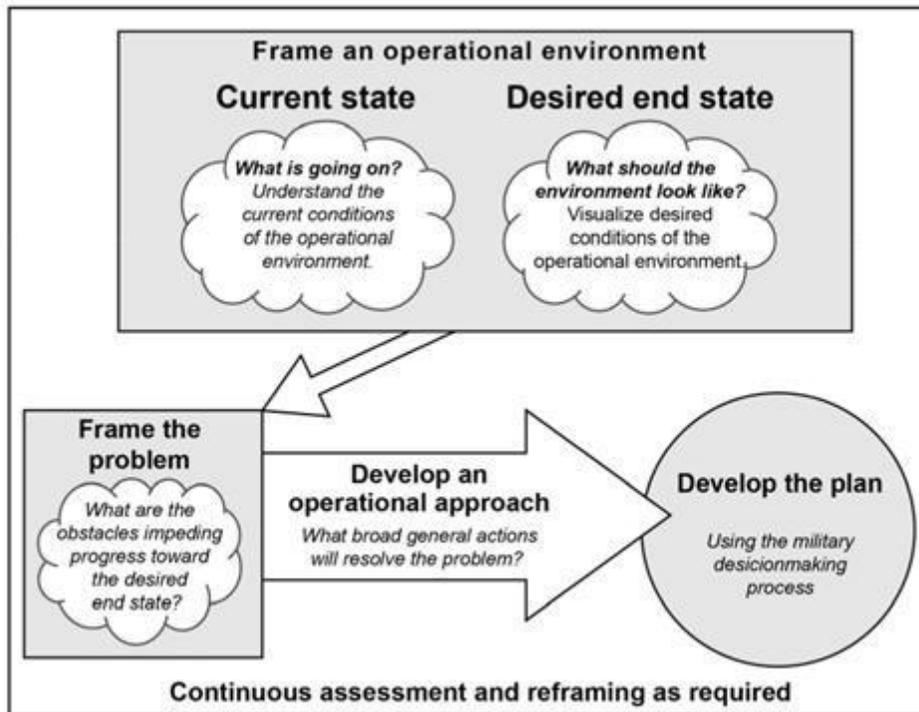


Figure 2-2. Army design methodology



## ARMY CIVILIANS

### **Soldier Focused, Army Strong!**

***“The challenge for the Civilian workforce is to keep pace with the new realities facing an Army winding down after more than a decade of conflict. We will meet that challenge by being flexible and adaptive with the right person with the right skills, at the right place at the right time – competent, motivated, and educated.”***

—John McHugh Secretary of the Army