

# DOCUMENT RESUME

ED 071 338

EM 010 483

**TITLE** Introduction to Psychology and Leadership. Instructor Guide.  
**INSTITUTION** Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.  
**SPONS AGENCY** National Center for Educational Research and Development (DHEW/OE), Washington, D.C.  
**BUREAU NO** ER-8-0448  
**PUB DATE** May 71  
**CONTRACT** N00600-68-C-1525  
**NOTE** 79p.; See also EM 010 418 and EM 010 419

**EDRS PRICE** MF-\$0.65 HC-\$3.29

**DESCRIPTORS** \*Autoinstructional Aids; Communication (Thought Transfer); \*Course Content; Curriculum Design; \*Curriculum Development; Individualized Curriculum; Individualized Instruction; Individual Psychology; Instructional Design; Leadership; \*Leadership Training; Management Education; Military Training; Multimedia Instruction; Psychology; Social Psychology; Teacher Role; \*Teaching Guides

## ABSTRACT

The instructor's guide for the leadership course developed for the United States Naval Academy for the Westinghouse Learning Corporation describes the course structure, the student's role in various parts of the course, course administration, and the instructor's role through the course. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents, with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (RH)

ED 071338

Westinghouse Learning Corporation

Contract No. N00600-68-C-1525

INSTRUCTOR GUIDE

May 1971

EM 010 483

United States Naval Academy

---

ED 071338

## INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

### INSTRUCTOR GUIDE

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
OFFICE OF EDUCATION  
THIS DOCUMENT HAS BEEN REPRO-  
DUCED EXACTLY AS RECEIVED FROM  
THE PERSON OR ORGANIZATION ORIG-  
INATING IT. POINTS OF VIEW OR OPIN-  
IONS STATED DO NOT NECESSARILY  
REPRESENT OFFICIAL OFFICE OF EDU-  
CATION POSITION OR POLICY

Annapolis, Maryland

1971

## TABLE OF CONTENTS

	Page
Introduction. . . . .	1
Course Content and Structure. . . . .	4
Student Role. . . . .	16
Student Procedures. . . . .	16
Use of Instructional Materials. . . . .	20
Linear Text . . . . .	20
Syndactic Text. . . . .	20
Intrinsically Programed Booklet . . . . .	21
Audiotape/Panelbook . . . . .	23
Computer Assisted Instruction . . . . .	24
Content Maps. . . . .	26
Course Administrator (CA) Role. . . . .	27
Instructor Role . . . . .	30
The First Day of Class. . . . .	32
Assignment of Media . . . . .	35
Tutoring. . . . .	36
Administrative Tests. . . . .	38
Depth Core. . . . .	39
Enrichment: Structural Communications. . . . .	41
Data Collection . . . . .	42

## APPENDICES

	Page
A. Progress Check Response Form. . . . .	.44
B. Progress Check Answer and Remediation Form. . . . .	.45
C. Program Frame Answer Sheet. . . . .	.46
D. Content Maps, Parts 1 Through 12. . . . .	.47
E. Instructor's Guide for Structural Communications. . . . .	.60

## TABLES

Table 1 - Course Content . . . . .	5
Table 2 - Course Activities Chart. . . . .	10
Table 3 - Segments by Volume and Media Employed. . . . .	12
Table 4 - Media Selection Points . . . . .	17
Table 5 - Depth Core Numbers and Titles. . . . .	40
Table 6. - Response Form. . . . .	Appendix E, 65

## INTRODUCTION

This course (NL302) is an introduction to the theory and techniques of naval leadership based upon those principles of behavioral science which are pertinent to understanding individual and group behavior of adults. It introduces midshipmen to the management process and the relationship of management functions to leadership.

Considerable effort has been expended by the U.S. Naval Academy and Westinghouse Learning in developing the most effective and relevant course possible. The overall course and the various instructional techniques have been specifically designed to permit maximum individualization of instruction and to provide for the student the benefits of the latest, sound research in educational and instructional technology. Following extensive in-house testing, this multi-media course was presented to three groups of midshipmen: spring and fall, 1970 and spring, 1971. The present version of the leadership course has undergone revision and refinement based on previous midshipmen's performance and attitude data.

The midshipman student in this course should recognize from the outset that his function in a multi-media course is considerably different from his customary function in other courses. He is, obviously, expected to acquire a knowledge of leadership from which he can formulate his own leadership position and function effectively as a naval leader, but the

process by which he progresses through the course is unique to multi-media presentations. He will work with programmed instruction, both linear and intrinsic, audiotape, computer assisted instruction, role playing and group discussion, and mixes of these media.

There is no conventional homework assignment in this course, but much of the work can be done outside the classroom. More time will be spent working out of than in the classroom, when compared to the conventional presentations. It is not anticipated that the total student effort required will exceed an average of five-six hours per week; still in line with the workload of the conventional course.

The overall objectives of the course are:

1. To develop in midshipmen a knowledge of those principles of the behavioral sciences which are pertinent to an understanding of individual and group behavior of adults, and to develop an awareness of the applicability of these principles to naval leadership.
2. To teach the generally recognized techniques of effective leadership which can assist the naval officer in analyzing, predicting, and influencing the behavior of his subordinates.
3. To introduce midshipmen to the management process, and inculcate in them an understanding of, and an ability to use, the human relations aspects of that field as it relates to naval leadership and to the duties of a naval officer.

4. To develop in midshipmen an understanding of the fundamentals of psychology, management, and leadership in the analysis and solution of leadership problems.



## COURSE CONTENT AND STRUCTURE

The course is composed of 12 parts comprising 59 segments. The titles of the parts and segments are listed in Table 1.

Part 1 of the course, Overview of Leadership, briefly presents theoretical bases of leadership, and evolves therefrom a view of leadership as a dynamic interaction process involving a leader, his followers and an environmental situation. Part 1 further delineates the use of the basic principles of psychology and management as components of naval leadership. Acceptance of a traditional deep sense of moral responsibility as an essential trait of a naval leader is stressed here and intermittently throughout the course.

The naval leader will most often be dealing with groups of individuals, his subordinates or followers, so he should be aware of the effect of an individual's membership in a group. A fundamental knowledge of individual psychology and group dynamics is provided in Part 2, Individual Behavior, and Part 3, Group Dynamics.

No leader, regardless of his intelligence, or the originality or brilliance of his ideas, can be successful until he can communicate those ideas and directions effectively. Part 4, Achieving Effective Communication, is designed to impart to the midshipman a knowledge of the principles of communication so that he will be effective in his role as a leader.

TABLE 1  
COURSE CONTENT

**PART ONE: Overview of Leadership**

- Segment I: Concept of Leadership  
Segment II: Standards of Leadership in the Naval Service

**PART TWO: Individual Behavior**

- Segment I: Introduction to Psychology  
Segment II: Behavior and Its Observation  
Segment III: Learning  
Segment IV: Factors Affecting Learning  
Segment V: Attention and Perception  
Segment VI: Motivation  
Segment VII: Conflict  
Segment VIII: Abnormal Behavior  
Segment IX: Personality

**PART THREE: Group Dynamics**

- Segment I: Characteristics of Groups  
Segment II: The Relation of the Leader to the Group  
Segment III: Group Interactions  
Segment IV: Conformity as a Factor of Group Behavior  
Segment V: Relation of the Individual to the Group

**PART FOUR: Achieving Effective Communication**

- Segment I: Importance of Interpersonal Communication  
Segment II: Types of Communication  
Segment III: The Communication Process (Receiver and Barriers)  
Segment IV: The Communication Process (Sender and Feedback)  
Segment V: Formal Communication and Its Dimensions  
Segment VI: Informal Communication  
Segment VII: Communication Under Battle Situations

**PART FIVE: Military Management**

- Segment I: Introduction to Management and the Management Process  
Segment II: Decision Making and Creativity  
Segment III: Objectives  
Segment IV: Planning  
Segment V: Organizing: Principles and Process  
Segment VI: Organizing: Structure  
Segment VII: Organizing: Charting  
Segment VIII: Directing  
Segment IX: Controlling  
Segment X: Coordinating

TABLE 1 Continued

**PART SIX: Authority and Responsibility**

- Segment I: Concept of Authority  
 Segment II: Why People Accept/Resist Authority  
 Segment III: Delegation of Authority; Line-Staff Relationship  
 Segment IV: Responsibility

**PART SEVEN: Leadership Behavior and Style**

- Segment I: Leadership Behavior  
 Segment II: Leadership Style  
 Segment III: Determiners of Leadership Style - The Leader  
 Segment IV: Determiners of Leadership Style - The Group  
                     and The Situation  
 Segment V: Participative Leadership

**PART EIGHT: Senior-Subordinate Relationships**

- Segment I: Organizational Structure & Social Distance in  
                     Senior-Subordinate Relationships  
 Segment II: Officer-Enlisted Relationships  
 Segment III: Assumption of Command and Formal & Informal  
                     Leader Relationships  
 Segment IV: Introduction to Counseling  
 Segment V: The Counseling Process  
 Segment VI: Relations with Seniors and Contemporaries

**PART NINE: Morale - Esprit de Corps**

- Segment I: Morale  
 Segment II: Group Solidarity and Esprit

**PART TEN: Discipline**

- Segment I: Introduction to Discipline  
 Segment II: Development and Maintenance of Discipline

**PART ELEVEN: Personnel Evaluation**

- Segment I: The Role of Evaluation  
 Segment II: Enlisted Performance Evaluation  
 Segment III: Officer Evaluation

**PART TWELVE: Applied Leadership**

- Segment I: Measurement of Effective Leadership  
 Segment II: Generally Recognized Characteristics of an Ef-  
                     fective Leader  
 Segment III: Techniques of Assuming Command  
 Segment IV: "That's an Order!"

A naval leader will, in his daily routine, be working with men, money, material and time. The effective use of resources available to him can best be achieved by the leader who can apply the Management Process. Part 5, Military Management, provides the midshipman with the fundamentals of the Management Process.

The latter parts of the course concentrate more specifically on those aspects of leadership which are peculiar to the military.

The naval leader, as an appointed leader, has an official authority foundation in his commission or appointment. Moral responsibility for mission accomplishment, subordinates' welfare and general efficiency is perhaps more intimately related to the military leader than to leaders in other areas of endeavor. The general theories of authority, the responsibility coincident with authority, and proper delegation of authority are treated in Part 6, Authority and Responsibility.

A leader's behavior and style are variables in any leadership situation. The spectrum of leader behavior, the variety of styles, and the causes/effects of the variations are explained in Part 7, Leadership Behavior and Style. From such knowledge, the midshipman can formulate a personal concept of possible behavior and style for himself.

The effectiveness of a leader and the influence he can exert on his followers depend to a large extent on the

relationship he establishes with the subordinates. Building on the foundation acquired in Parts 2 and 3, Part 8, Senior-Subordinate Relations, delineates specific guidelines for the leader in his relationship with his subordinates. The counselor role of a leader, among his many responsibilities for the welfare of his men, is emphasized.

Part 9, Morale, treats the subject of morale and esprit de corps, their importance to an effective organization, and how a leader's actions influence the individual followers and the group collectively.

The ability to instill a willingness in one's self or one's followers to act correctly under adverse conditions is essential for a naval leader. The most desirable situation exists in a military organization when each member willingly chooses to do the right thing because it is the right thing, rather than doing it only because of fear of the consequences of not doing it. Such is the nature of discipline as treated in Part 10, Discipline -- the positive aspect of discipline as opposed to the negative or punitive connotation.

An organization, properly managed by appointed leaders, prepares for the continuity of leadership of that organization. Essential to the selection and training of leaders, as well as the maintenance of high standards is a personnel evaluation process. Part 11, Personnel Evaluation, provides the midshipman with a knowledge of the system by which he is himself

evaluated and introduces him to the role of evaluator which he must fill as a leader.

Part 12, Applied Leadership, serves as a review and synthesis of the course. Situational examples are provided for the midshipman to observe the application of material.

The twelve parts identified in Table 1 represent major content areas. Each part is divided into varying numbers of segments, ranging from as few as two in Part 1 to as many as ten segments in Part 5. A segment is a collection of learning objectives closely related by content which can be studied in about an hour's time.

The Course Activities Chart in Table 2 shows the sequence in which the 59 segments and all other events will occur. The chart should be read starting at the upper left (Introduction and Pretest) and following the numbering of the segments from 1.1, 1.2, 2.1 ... 12.4. Each segment bears a dual number - the first is the part number and the second is the number of the segment within the part. Each square in the chart represents a segment with the segment number given above the square. The identification of the type of material as well as a time estimate for that segment is inside the square. The time estimate for each segment is the average number of minutes needed by the student to work through the instructional materials, including the Progress Check and remediation (if necessary).

The same instructional content may be available in more than one media. In this case, two boxes are shown under a





segment number in the chart and the media options are identified. For ease of distribution and handling, several segments of like media have been bound into a single volume. The choice of media is up to the student, however, for logistic and administrative reasons, the student selecting a media option for a given segment should continue with all other segments in that same volume, rather than selecting a different media for an adjacent segment. For example, if a student uses the Audiotape/Panel Book (AT/PB) materials in 2.2, he should continue with the Audiotape/Panel Book version through Segment 2.5. Table 3 shows the volume numbers, segments included in that volume, and media options for identical instructional content, where available.

Other events detailed on the Course Activities Chart include depth core (DC), administrative tests and the minimum pace to be maintained by the student in the course. The depth core is an in-class discussion session with required attendance which aims at looking "in depth" at content covered in previous segments. Although eight depth core meetings have been scheduled in the Course Activities Chart, the instructor may supplement or delete the scheduled depth core sessions. The dates and periods of required attendance at depth core meetings will be posted in advance on the board outside The Course Administrator's Room in Luce Hall. The student is responsible for checking the board for depth core schedules and for attending the meetings. Generally the depth cores have been developed on



TABLE 3  
SEGMENTS BY VOLUME AND MEDIA EMPLOYED

Volume Number	Segments Included	Prime Media	Alternate Media	Volume Number
I	1.1 1.2	Syndactic text Discussion booklet		
II-A	2.1 2.2 2.3 2.4 2.5	Syndactic text Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book	Syndactic text Syndactic text Syndactic text Syndactic text Syndactic text	II-B
II-C	2.6 2.7 2.8 2.9	Syndactic text Syndactic text Syndactic text Syndactic text		
III-A	3.1 3.2 3.3 3.4 3.5	Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book Syndactic text	Syndactic text Syndactic text Syndactic text Syndactic text Syndactic text	III-B
IV-A	4.1 4.2 4.3 4.4	Linear text Linear text Linear text Audiotape/Intrinsically Programed booklet		
IV-B	4.5 4.6 4.7	Audiotape/Intrinsically Programed booklet Audiotape/Intrinsically Programed booklet Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Script Programed booklet Tape Script & Intrinsically Programed booklet Tape Script & Intrinsically Programed booklet Tape Script & Intrinsically Programed booklet	IV-B
V-A	5.1 5.2 5.3 5.4 5.5 5.6	Syndactic text Syndactic text Syndactic text Linear text Linear text Linear text		
V-B	5.7 5.8 5.9 5.10	Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book	Syndactic text Syndactic text Syndactic text Syndactic text	V-C

TABLE 3 (Continued)

Volume Number	Segments Included	Prime Media	Alternate Media	Volume Number
VI-A	6.1 6.2	Linear text Linear text		
VI-B	6.3 6.4	Linear text Syndactic text		
VII-A	7.1 7.2 7.3 7.4 7.5	Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book Audiotape/Panel book	Syndactic text Syndactic text Syndactic text Syndactic text Syndactic text	VII-B VII-C
VIII-A	8.1 8.2 8.3	Linear text Linear text Linear text		
VIII-B	8.4 8.5 8.6	Syndactic text Syndactic text Syndactic text		
IX-A	9.1 9.2	Audiotape/Panel book Audiotape/Panel book	Syndactic text Syndactic text	IX-B
X	10.1 10.2	Audiotape/Intrinsically Programed booklet Audiotape/Intrinsically Programed booklet	Tape Script & Intrinsically Programed booklet Tape script & Intrinsically Programed booklet	X Script
XI	11.1 11.2 11.3	Syndactic text Syndactic text Syndactic text		
	12.1 12.2 12.3 12.4	Computer-Assisted Instruction Computer-Assisted Instruction Computer-Assisted Instruction Computer-Assisted Instruction	Intrinsically Programed booklet Intrinsically Programed booklet Intrinsically Programed booklet Intrinsically Programed booklet	XII-A XII-B XII-C XII-D

the assumption that the students will have completed all segments which precede the depth core in the Course Activities Chart. To gain maximum benefit from the group discussions, therefore, the student should ensure that he has finished the requisite materials which precede a depth core meeting. The instructor has the option of grading his students on their participation in depth core sessions.

Administrative tests are USNA tests on which the student's grade will be based. Seven administrative tests at two-week intervals are scheduled in the Course Activities Chart. The segments covered in each test are listed in the chart next to each test. The instructor has the option to override the testing schedule in the chart by testing less frequently (such as every four weeks) or testing over different segments of materials. As with depth core sessions, advance notification of tests will be given by the instructor or posted on the board outside The Course Administrator's Office. A final examination on the entire content of the course will be administered during the regular exam week.

In this individualized system a great deal of responsibility for the timely completion of materials will be placed on the student. To aid the student in properly allocating his study time, a minimum pace has been indicated in the Course Activities Chart by grouping the segments into one week's work of five-six hours. This is the least amount of effort expected of the student if he is to be prepared for depth core meetings

and administrative tests. There is no upper limit to the speed with which the student may proceed through the course. Indeed the student may find it helpful to complete the course materials long before the semester is over.

Although not indicated in the Course Activities Chart, another form of instructional material, the Enrichment Unit, will be available to the students. Enrichment Units are related to, but not essential to, the mastery of the overall objectives. The student whose interest is stimulated should discuss the options available with his instructor.

## STUDENT ROLE

### Student Procedures

The Course Administrator (if assigned) in Luce Hall will be the students' primary point of contact for the distribution and collection of all forms, instructional materials and directions for the course. In the event that a Course Administrator is not assigned, the Instructor will assume responsibility for the distribution/collection of materials and directions to the students.

The student is cautioned not to write or make any marks in the instructional volumes, since these same materials will be used for later classes.

In many cases instructional materials are available in blocks of different media. Before he needs materials where a media choice is involved, the student will indicate his media preference to the Course Administrator or instructor, who will make the necessary arrangements, and in most cases, honor the student's preference. Table 4 shows points at which media selections must be made.

TABLE 4  
Media Selection Points

<u>When the student picks up volume:</u>	<u>Indicate media preference for segments:</u>
I	2.2 - 2.5
II - D	3.1 - 3.4
III - A (or III - B)	4.4 - 4.7
V - A	5.7 - 5.10
VI - B	7.1 - 7.5
VIII - A	9.1 - 9.2
	10.1 - 10.2
	*12.1 - 12.4

\*Early selection needed to permit advance CAI scheduling.

As the student works through a segment he may verify the accuracy of his responses to the questions in the materials by unfolding the Program Frame Answer sheet (Sample: Appendix C.) bound at the rear of the volume. Unless specifically directed, there is no requirement to record and turn in the responses to the instructional frames.

After completing each segment of instructional material, the student is required to take the Progress Check test bound in the volume with each segment. Answers should be recorded on the Progress Check Response Forms (Appendix A.), if they are provided, or on a separate sheet of paper. Having finished the test, the student then scores his test by referring to the Progress Check

Answer and Remediation Form (Appendix B.), also bound in the volume. Students scoring less than 80% on the Progress Check should review the material he has obviously not mastered by turning to the pages indicated in the Remediation Reference portion of the Progress Check Answer and Remediation Form. Following review, the Progress Check should be taken a second time, again recording answers so that the Progress Check can be scored by the student. In the event that a score of 80% still cannot be attained with a given segment, the student should report this fact to the instructor or Course Administrator, who will arrange a tutoring session to insure that the student masters required instruction.

The Course Administrator and/or the instructor may, if he so desires, require that the students turn in the Progress Check Response Form (Appendix A.) or some similar form upon completion of each segment for administrative control and information purposes.

In a tutoring session the instructor and student go over the test items missed by the student and review the instructional materials pertaining to those items until the student understands the content. There is no test after tutoring.

Past experience indicates that tutoring sessions average ten to fifteen minutes in time. The student will have already scored his Progress Check tests and will know in advance if he will require tutoring on any Progress Checks. If he knows he will need tutoring, the student would find it advantageous to

report to the instructor during a free period so that he can be tutored immediately. If no tutoring is needed, the student may continue with the next set of materials, unless the instructor desires that the student talk with him about media selection.

It is important that the student follow the sequence of instructional materials as he progresses through the course. Certain materials are so designed that they depend upon knowledge which is available to the student only through study of an earlier segment. Random, out-of-sequence study will make it difficult, if not impossible, for the student to succeed in certain areas. Requisite knowledge can, of course, be gained through other means, but maximum study efficiency requires sequential progression through the instructional materials.

Students will be informed by the Course Administrator or the instructor when and where to return the specific items (progress check answers, instructional materials, etc.,) that they require.



### Use of Instructional Materials

This section describes the types of materials the student will encounter and gives directions on how the materials are to be studied.

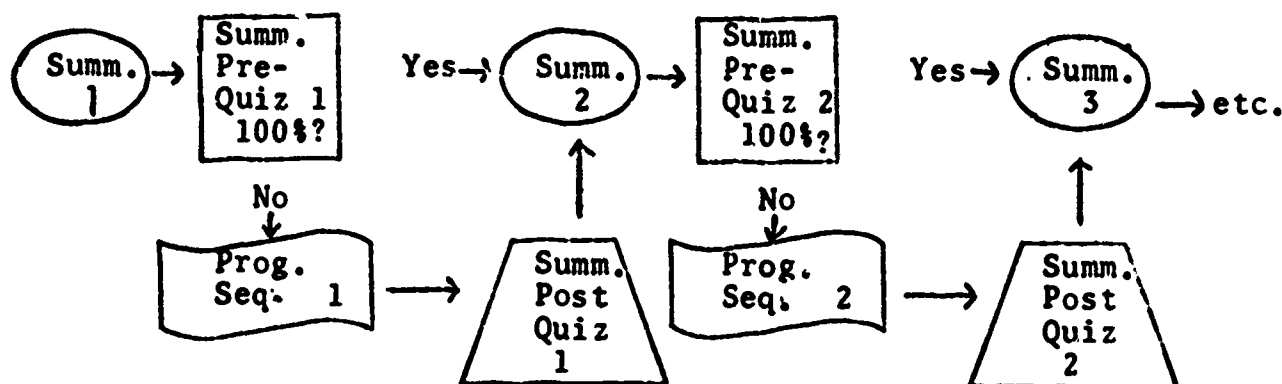
The Linear Text should present no difficulties for the first-time user of programmed instruction. A linear text is constructed in a series of frames; a frame may consist of a small bit of teaching information plus a question demanding a student response, or solely of a question pertaining to prior teaching. The student studies the linear text by beginning with frame 1 and working sequentially through the frames, verifying his frame responses by unfolding the Program Frame Answer Sheet (Sample in Appendix C) at the back of the instructional volume.

The Syndactic Text has two components: a Summary and a Programed Sequence. The student begins by reading a brief statement of a given body of learning material (Summary 1). He then takes Summary Pre-Quiz 1 (generally five questions) to test comprehension and retention of the material just read. The student checks his responses against the correct answers given in the text.

If he has answered all questions correctly, he proceeds to the next summary, Summary 2, and to Summary Pre-Quiz 2, and so on. If the student has incorrectly answered one or more questions on Summary Pre-Quiz 1, he is directed through Programed Sequence 1. This sequence of linear frames provides

detailed learning of the material presented in the Summary. As he works through the Programed Sequence, the student may check his responses to questions in the frames by unfolding the Program Frame Answer Sheet (Appendix C.) which is bound at the back of the volume. When the student has finished Programed Sequence 1, he will take Summary Post-Quiz 1, and check his answers against the correct answers given in the text. He then goes on to Summary 2 where the same procedural cycle is repeated.

The following flow chart will assist those who may have difficulty with this instructional method:



The Intrinsically Programed Booklet is commonly referred to as a "scrambled" book. By design, the student cannot work sequentially through the text. Rather, a page will present instructional material and direct the student to another page where a multiple-choice question is posed.

There are two types of questions in the Booklet. For the first type of question, the student selects his response, checks it against the correct answer provided on the Program Frame Answer Sheet, (Appendix C.), and follows the directions printed on the bottom of the question page to proceed to the next set of instruction material.

The other type of question is called a "branched" question because it branches the student to different pages depending on the response he selects. There is no blanket direction printed on the bottom of this question page - instead each possible response sends the student to a different page. The student is to select his response, and turn to the page indicated on the question page for his particular response. On this new page, his response will be analyzed. If the response is totally incorrect, the student is directed back to the question page to select another response. If his original response is wholly or partially correct, the student is directed to a new set of instructional material.

The Intrinsically Programed Booklet is to be used in conjunction with either an audiotape or the written version (script) of an audiotape. If a tape is used, the student will listen to the first portion of the tape and follow directions on the tape to turn to a page in the Intrinsically Programed Booklet. He will work through part of the Booklet until he is instructed to

read the next portion of the tape. If the student is using the script instead of the tape, he will read the first portion of the script and follow directions in the script to turn to a page in the Intrinsically Programed Booklet. He will work through part of the Booklet until he is instructed to read the next portion of the script.

The explanation of the procedures to follow in working through an Audiotape/Intrinsically Programed Booklet or an Audiotape Script/Intrinsically Programed Booklet may appear complex, but the actual use of these materials will be easy because the student receives clear directions on every page as to the route he is to take through the materials.

If the student fails to attain 80% correct on the first trial of the Progress Check, he must go through a remediation cycle. The remediation material is the script which accompanies the Intrinsically Programed Booklet.

The Audiotape/Panelbook media mix is another type of learning material the student will encounter in this course. The instruction is delivered via an audiotaped lecture which is supplemented by a panelbook containing illustrations, charts and questions. The student listens to the tape until the lecturer instructs him to "turn to Item 1" or "answer Question 2" in the panelbook. The student may turn off the tape recorder if he needs more time to answer the question. Answers to the panelbook

questions are found on the Program Frame Answer Sheet (Sample: Appendix C.).

If the student does not score 80% correct on the first trial of the Progress Check, he must remediate. In the case of the audiotape/panelbook segments, the remediation material is the written version of the tape, the audio script. The script is bound in the volume following the panelbook and Progress Check for each segment.

Computer Assisted Instruction is a media option in the last four segments of the course. All instruction is delivered via computer terminals and the student enters into the terminal his responses to questions in the material. The Progress Checks are in the usual printed form but remediation is done "on line" via the computer. The student will receive detailed instructions from the computer center on interacting with the terminal.

An alternative to the medium of Computer Assisted Instruction is a paper version incorporating the Computer Assisted Instruction Script and Intrinsically Programed Booklet. For an explanation on its use, the student should read the discussion on the use of the Audiotape Script/Intrinsically Programed Booklet.

Regardless of the type of instructional material, each segment will have the same general format. There is a foreword for each segment, followed by the instructional materials. At the end of the instructional materials there is a Progress Check (PC) consisting of approximately 10 items. After the

Progress Check is a page entitled Progress Check Answer and Remediation Form (Sample: Appendix B.). Materials to be used as remediation (if different from the original instruction) follow the Progress Check Answer and Remediation Form. This sequence is repeated for each segment within a volume.

The instructional materials in each segment are followed by a Progress Check, which is a self-test of approximately ten items. The Progress Check is for the student's benefit and absolutely nothing will be gained from it if it is not treated seriously. That is, the student should not look at it until he has finished studying the segment and he should not use anything as an aid in answering the questions. The Progress Check is not used in determining grades but it will help the student in identifying information which has not been understood or has not been retained to a sufficient degree. He will then be able to spend his time reviewing more effectively and will feel more secure in anticipating his performance on the administrative tests which will be taken in class.

A small measure of administrative control may be exerted by the Course Administrator or instructor with the requirement that students use the Progress Check Response Form (Appendix A.) or some similar form to record their responses to the Progress Checks and turn them in so that knowledge of each student's progress through the course is available.

In Appendix D. of this guide are twelve Content Maps. The maps are a graphic representation of the relationships between

the segments in each part. Within the box for each segment is found the title and the number of the segment, along with the salient points covered in the segment.

The content map is an excellent organizer which provides the student with an overview of the topics to be covered and their interrelationships. Before beginning study in a segment, the student should study the pertinent map to alert himself to the major points and the general structure of the materials he is about to study.

The content map is also a useful tool for later review. When preparing for an examination, the student would do well to re-examine the content maps for the segments to be tested. Upon encountering a topic which he feels he has not sufficiently mastered, the student can immediately determine, on the map, which segment(s) of instructional materials should be restudied for effective pre-examination review.

### COURSE ADMINISTRATOR (CA) ROLE

When a Course Administrator is assigned to the Leadership Course, his role will be to provide an interface between the student and the materials and between the student and the instructor. His *raison d'être* is to relieve the instructor of as much of the administrative work as possible so that the instructor is free to handle more students with greater efficiency and effectiveness.

Responsibilities of the CA include:

- \* storage of all core course materials, depth core, enrichment materials, A/V equipment, and test items
- \* distribution of all course materials
- \* assisting the instructor in scheduling students for depth core, administrative tests and CAI and notifying students of times of required attendance
- \* collection of the Progress Check Response Forms or similar forms that students have been directed to complete
- \* recording and reporting to the instructor the student's progress through the course materials, his performance on progress checks (graded by the student), and scoring and recording administrative tests
- \* keeping both the instructor and student informed about the student's progress and grades.

Materials Distribution. When the student has completed the administrative pretest, the CA will issue him Volume I. The



segments included in each volume as well as the media available for that content are indicated in Table 3. When the student has completed Volume I he will, if required, return his Progress Check Response Forms to the CA in Luce Hall. The CA will record each student's performance data and verify that all forms are filled out correctly. If the student failed to achieve at least 80% the second time through any progress check, the CA will ensure that the student receives the required tutoring. If his own instructor is not available at the moment, the student may be tutored by a tutor "on duty," or he may arrange a later time for tutoring. The student will be given the materials for the next part unless the instructor specifically indicates that he wants the student tutored before he receives the next set of materials.

In handing out materials, the CA will ascertain whether any media selection must be made then for subsequent volumes. If there is none, the CA will simply give the student his next set of materials. If media selection is entailed, however, the CA will have the student indicate a media preference. The points at which this is required are listed in Table 4 (page 17). Student preference will be coordinated with the Instructor, who will make the final media selection.

Record Keeping. The CA will update records of the student's progress through the materials, and record his performance. Records will also be kept by the CA on:

- \* performance on administrative tests
- \* attendance at depth core discussions
- \* performance on enrichment materials
- \* materials distributed to student
- \* checkout and check-in for audio tapes and players.

Scheduling. The CA will assist the instructors in determining dates and times for testing and depth core, and will schedule the students for these activities. Notification of required student attendance (by section) will be posted on a bulletin board outside the designated administrative office in Luce Hall.

### INSTRUCTOR ROLE

In the conventional course, the instructor is the primary vehicle of instruction. The instructor may be very effective with some of his students, but the lecture is considered one of the least reliable and effective ways of teaching. In an individualized multimedia system the instructor selects and manages the student interactions with the media, and tutors the student only when specific help is needed.

The various instructional materials will enable the midshipman himself to acquire the knowledge he needs to satisfy the requirements of the learning objectives. There will be times, however, when a midshipman desires assistance with some of his work. At such a time, the instructor becomes a most effective medium and achieves his most effective teaching role. Individualized instruction permits the midshipman to derive maximum benefit from his instructor when he is in need of assistance. The instructor will also be active as one of the media in depth core segments. In these segments the instructor will conduct group discussions, communication experiments or role playing sessions.

The instructor will grade the midshipmen on their academic performance. Inputs to his grade will be derived from the administrative exams of various forms and observation of student performance in the conventional classroom situation in depth core segments.

The system should free the instructor from being a mere disseminator of information and allow him to interact in a meaningful manner with individual students when they are in need of his assistance for remediation or enrichment. It should allow for his interaction with small groups of students to integrate information and concepts that have been effectively self-taught with validated "programed" materials. The instructor's lecture then becomes a structured discussion session that motivates and brings about the integration and transfer of important concepts and principles. With the assistance of the CA for administrative purposes, an instructor in this system should be able to manage well over 100 students and still provide individual assistance exceeding that possible in a conventional class of thirty students.

The instructor will generally meet with a student after he has completed a certain area of work. He can then clarify for him any point which gave him trouble, discuss the relation of the content area to leadership problems which the student may currently have or may expect to face in the future, and explore other content areas of interest to the student but covered only peripherally by the course materials.

The instructor has the option of dealing frequently with the student on this one-to-one basis to the degree that each finds the discussion helpful and has the time and interest to pursue it. Alternatively, if a student seems to be learning

well from the materials (as evidenced by his performance on administrative tests and progress checks), the instructor need not deal on a close personal basis with him. The instructor can regulate the degree of interaction with his students, ranging from seldom seeing alone the student who is performing adequately to frequently seeing the student who has difficulty with or great interest in the content of the course. Instructor-student consultations can be initiated by either participant or by some predetermined criterion (e.g., the instructor insisting on seeing any student who gets a "C" or below on a test.)

Releasing the instructor from the task of developing and teaching core content makes more time available for him to engage in other, more meaningful, educational contacts with his students on an individual basis. Established points of interaction with the students are: a) the first day of class, b) assignment of media, c) system-required tutoring, d) depth-core sessions and enrichment units, and e) administrative testing.

#### The First Day of Class

As soon as class rosters are available, the instructor should make a copy available to the CA (if assigned to the course) so that data records can be established. The first class meeting should be devoted to a complete explication of the course, the mechanics of procedures, and the expectation that is placed upon the student in this self-paced individualized instructional course. Since most courses that the student has been exposed to are lock step and require little self-discipline, great care should be taken that the

students understand their responsibility to this innovative approach to instruction. The orientation session is perhaps the most important meeting of the entire course. At that time, Student Guides will be handed out and discussed. A good point of departure would be to discuss the Course Activities Chart, emphasizing the course content and structure, and the general student procedures. The student should then be informed of the initial activities to be followed. These activities are:

- Complete an introductory questionnaire and return it to the CA as soon as possible (if required)
- Take the pretest in Luce Hall (if required)
- Draw Volume I from the CA or the instructor (after completing the pretest)
- Indicate media preference for segments 2.2-2.5 when Volume I is drawn

The student should be informed that the pretest is intended to assess his entering level of knowledge and will not be used for grades. The pretest does not have to be completed at one time but it must be done in Luce Hall before Volume I is drawn.

It should be noted that segment 1.2 requires a group meeting. This meeting should be scheduled for what would be their third regular class meeting. If the class meets on Tuesday the group discussion should be held on Saturday; if it meets on Wednesday the session should be held on Monday. You should inform the students that they are to read the materials BEFORE the group discussion and take the progress check for 1.2 AFTER

the group discussion. Since the general rule is that they must complete progress checks and remediation (if necessary) before the next volume can be drawn, the students will be behind schedule. Therefore, in this case only, the students will be allowed to pick up the second set of materials after they have read segment 1.2. They should, however, complete all work pertaining to segment 1.1 before drawing the second volume.

The first week is a very busy one for both the student and the instructor. The instructor should be sure to give prompt attention to the students' media preferences so that the correct second set of materials can be distributed. When a Course Administrator is assigned, the instructor should promptly notify the CA of his concurrence/suggested alternative to the students' media selection, so that the CA can distribute the proper materials to the students. A simple media preference form of some sort may be desirable to facilitate coordination. It should be stressed to the students that they should read their Student Guide very carefully and complete the pretest as quickly as possible.

The instructor should inform his students of the times he and the other instructors will be available for tutoring and any additional "office hours". Finally, course grading policies regarding administrative testing, depth core, and enrichment should be discussed.

With the great amount of detail involved, it is not advised

to try to explain such things as the forms the student must fill out (if any) nor how he is to proceed through each of the media (i.e. audiotape, syndactic text, linear text, etc.). These topics are well covered in the Student Guide (the same as they have been discussed here). It is most important that they understand, in general, the Activities Chart and some general procedures, but specifically those things that they must do in the first week.

#### Assignment of Media

Prior to the point where the instruction is offered in more than one medium, the student will inform the instructor or the CA of his preference. (The CA will coordinate this information with the instructor.) Table 3 (page 12) indicates the alternate media available. For the first media assignment the instructor will only have the student's preference to guide him. At subsequent media selection points the student's previous performance with a medium (as determined by the instructor or the CA), as well as his preference will be available. It is hoped that the cross validation results on the relationship of student characteristics to performance with the various conditions of instruction will be available as additional input to the media selection process by the time the student reaches the selection points in the latter part of the course.

It is recommended that for administrative ease the same medium be assigned for contiguous segments (see Table 4 - page 17). For instance, the four segments in 2.2 through 2.5 are available



as audiotape/panelbook or syndactic text segments. The student who requests tapes for these segments will be provided with tapes and a tape player by the instructor or the CA (who will then see that these items are checked out and returned by the student). Permitting the student to select tapes in 2.2 and 2.4 and syndactic texts in 2.3 and 2.5 would increase the book-keeping job considerably and would risk tying up tape players (which are in limited supply) if they were not returned promptly. Furthermore, if the instructor wishes to personally advise the student on media selection, only six student-instructor consultations would be necessary if media were assigned over contiguous segments. These consultation points are outlined in Table 4 (page 17). In any case, the instructor should be sure to give prompt attention to assignment of media at these points so that no student will be kept from proceeding because a decision has not been made.

WLC will provide thirty copies of each tape used in the course. To prevent the occurrence of a situation in which more than thirty students in the five sections are assigned to the same tapes at the same time, agreement should be reached to allot an equal number of copies of each tape to each of the five sections. The section instructor may then allocate them among his own students. It is requested that the instructor use his full allotment at all media selection points so that an effective utilization of each medium may be obtained.

### Tutoring

One of the assets of the system as now conceived is that

a student should be able to receive tutoring or assistance from an instructor at any time during normal office hours. The student will be more prone to drop by and talk over problems with the instructor if he feels unfettered by the nuisance of having to arrange to see him at a certain time. Since all instructors should be equally familiar with the content, any instructor would be able to handle tutoring sessions with another instructor's students. It is recommended that the work day be divided into four periods (0755-0955, 0955-1145, 1315-1505, 1505-1700). Each instructor can choose one of these periods when he will guarantee to be accessible to the students. Thus, if a student needs tutoring and his own instructor is not available, he can consult the tutor on duty for assistance. This can be worked out to the mutual satisfaction of all the instructors involved.

If a student fails to achieve a score of 80% or better after taking the Progress Check twice, he is required by the instructional system to meet with the instructor for tutoring. The instructor should go over the Progress Check questions which the student missed, discuss why one answer is correct, determine why the student chose an incorrect response, and insure that the student has a correct understanding of the content area which caused him difficulty. Past experience has shown that the average required tutoring session lasted from ten to fifteen minutes. In addition, data from developmental field testing showed that with 44 midshipmen there was no required tutoring on almost 2/3 of the 59 segments and the largest number of students needing tutoring on any segment

was seven. The materials have been revised since then which should result in an even lower occurrence of required tutoring.

In order to maintain some feel for overall performance of the total system, however, the instructor may wish to record (on a suitable log) the time spent per student per segment in tutoring.

The instructor will find it helpful for tutoring to be thoroughly conversant with the Progress Check items of the materials currently under study because most tutoring will center on the Progress Check items the student missed.

#### Administrative Tests

As in any other course, the instructor is responsible for the student's grade. The Course Activities Chart suggests possible dates and content areas on which tests can be given. These tests are spaced at an average of every two weeks although there is no requirement that the instructor test at such frequent intervals.

In constructing a test, the instructor has access to several sources of test items:

- \* a test-item pool covering the entire course; this represents about 25 to 30 criterion-referenced test items per segment.
- \* almost 500 CPT test items which are more highly discriminating. All but eleven of the 59 segments were included in the CPT tests; for those segments tested by a CPT test, ten norm-referenced test items per segment were developed.
- \* a file of all the administrative tests used in the two validation runs of the course.

The instructor is not obligated to use any of the aforementioned test items (most of which are four-response multiple choice) but may test his students in any way he sees fit. It is recommended, however, that the instructors be as consistent as possible from section to section.

As was previously mentioned, WLC will also provide an 80-item pretest which can be administered before a student is permitted to study any of the course materials. The same 80-items may be re-administered at the end of the course either as a posttest or as part of the final examination.

#### Depth Core

The depth core sessions give the instructor the opportunity to conduct effective guided discussion to integrate and bring about the transfer of important concepts. The Course Activities Chart indicates the temporal placement of each depth core session, approximating the content which the "on schedule" student should have completed in relation to the depth core.

Some of the depth core sessions are introduced by a short (five to ten minute) audio or film presentation and may have accompanying written materials. (Such materials will be maintained by the CA, if assigned.) The instructor will determine which depth core units he wants to use and notify, or request the CA to notify, his students of the dates of required attendance. The titles of the depth core are given in Table 5.

To stimulate discussion and small-group intimacy, it is

TABLE 5  
DEPTH CORE NUMBERS AND TITLES

1. Perception and Leadership
  2. Brainstorming and Group Pressure
  3. Leavitt-Mueller Experiment
  4. Achieving Effective Communication
  5. Preparing a Plan
  6. Allocation of Resources in Crisis Situation/  
NASA Film
  - \* 7. Group Ordering of Critical Factors
  8. Counseling Role Playing
  9. Responsibility of Junior Officer Counseling
  10. Adjustment and Maladjustment/Mental Health  
and Therapy
  11. Design of New Enlisted Performance Evaluation  
Form
  12. (Dropped from the syllabus)
  - \*13. Black Awareness in the Armed Forces: Race Relations
  - \*14. The Drug Problem and Drug Awareness
  - \*15. The Leader and the Situation
  - \*16. The World of CHARLIE Company, Part I
  - \*17. The World of CHARLIE Company, Part II
- \*Depth core topics which can be used at any point in  
the course.

recommended that the instructor divide his section of 20 to 25 students in half and require that half of the class attend, for example, the Monday class meeting and the other half the Wednesday class meeting. A notice should be posted on a bulletin board in Luce Hall containing all pertinent information about required class attendance. It is not recommended that the instructor use all sixteen depth core. It is felt, as indicated in the Course Activities Chart, that eight would be a reasonable number to use. The use of depth core as well as their placement is, of course, at the option of the instructor.

Depth core packets will be outlined in detail and available to the instructor as they are needed. If assigned, the CA will be responsible for keeping all information on depth core and enrichment on file and easily accessible to the instructor.

#### Enrichment: Structural Communications

Enrichment units provide another opportunity for students to broaden their knowledge and experience in the course. Though the structured discussions can be conducted successfully without an instructor, his presence and participation gives him an excellent opportunity to observe student performance.

The unique Structural Communications design affords great flexibility of use: an individual student, a group without the instructor, or a group with the instructor in one of several roles. This same flexibility, plus the fact that this technique

will not be in everyday use, prompts the inclusion of rather specific instructions to the instructor using or assigning the enrichment units. An explanation of the structured discussion process and instructions for use in its various ways are contained in Appendix E, forming a handy guide which may be easily removed from this document and carried to the discussion, when necessary.

#### Data Collection

Inasmuch as the present course has undergone extensive field testing and revision during the validation process, there is no need for data collection at this time, other than the simple data required for administrative control and the grading of students.

Should revision of the course become a necessity at some future time, the procedures for collecting particular data, contained in other appropriate documents (TR 6.11 through 6.19), will guide effective collection of the pertinent information.

## APPENDICES



# PROGRESS CHECK RESPONSE FORM

44

APPENDIX A.

PART One SEGMENT I

Name Lee Rivers ID 721086

Total time spent on segment (including Progress Check and Remediation)  
65 minutes.

TEST ITEM	RESPONSES		REMEDICATION REFERENCES (Syndactic Text)
	FIRST TRIAL	SECOND TRIAL	
1	C		Summary 1; page 2
2	B		Summary 3; pages 86-87
3	(B)	D	Summary 1; pages 1-4
4	A		Summary 2; page 48
5	C		Summary 2; pages 44-54
6	(D)	(B)	Summary 3; page 85
7	B		Summary 2; page 48
8	D		Summary 2; page 51
9	(C)	B	Summary 1; page 5
10	C		Summary 3; page 84
11			
12			
13			
14			
15			

Total Number Correct	7	9
Percentage Correct	70	90

## PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Eight SEGMENT IVREMEDATION TEXT Syndactic Text-Volume VIII-B

ITEM	ANSWER	REMEDATION REFERENCE
1	<input type="checkbox"/> b	Summary 1 Pages 1-2
2	<input type="checkbox"/> d	Summary 1 Page 1
3	<input type="checkbox"/> d	Summary 1 Pages 3-4
4	<input type="checkbox"/> c	Summary 1 Pages 3-4
5	<input type="checkbox"/> a	Summary 2 Pages 30-32
6	<input type="checkbox"/> c	Summary 2 Page 28
7	<input type="checkbox"/> b	Summary 2 Pages 30-32
8	<input type="checkbox"/> c	Summary 2 Page 30
9	<input type="checkbox"/> a	Summary 2 Page 32
10	<input type="checkbox"/> d	Summary 2 Page 33
11	<input type="checkbox"/>	
12	<input type="checkbox"/>	
13	<input type="checkbox"/>	
14	<input type="checkbox"/>	
15	<input type="checkbox"/>	

PROGRAM FRAME ANSWERS

PART Eight SEGMENT I TYPE Linear Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER	FRAME OR QUESTION NUMBER	CORRECT ANSWER	FRAME OR QUESTION NUMBER	CORRECT ANSWER	FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	a,b	25	a,b	49	a,b,d,e	73	a
2	c	26	a	50	a,b	74	a
3	d	27	a,b	51	b	75	a
4	c	28	b,c,d	52	a	76	a,b
5	a	29	a	53	b	77	b
6	c	30	a	54	a	78	b
7	a,b	31	a,b	55	c	79	b
8	b,c,d	32	a,b	56	b	80	a,b
9	a,b	33	b	57	a,b	81	a
10	a,b,c	34	a,b	58	b	82	a,b,c
11	a	35	b	59	a-1 b-2,3	83	b
12	a,b	36	a	60	a-2 b-3	84	a,b
13	a-3 b-2	37	a,b	61	a,b	85	a,b
14	a,b	38	b	62	a,b	86	c
15	a	39	a	63	b	87	a
16	a,b	40	b	64	b	88	b
17	a,b	41	a,b	65	a	89	b
18	a	42	a,b	66	a,b	90	c
19	a	43	a,b	67	a,b,c, d,e	91	b
20	a,b,c	44	a	68	b,c,e	92	a,b
21	b	45	a,b,c,d	69	a-4 b-2 c-1	93	b
22	a	46	c	70	a-3 b-4 c-2		
23	c	47	a,b	71	a		
24	b	48	b	72	b		

APPENDIX D.

CONTENT MAPS

Parts 1 through 12

PART ONE  
OVERVIEW OF LEADERSHIP

CONCEPT OF LEADERSHIP 1.1  
Contrast non-military and military concepts of leadership  
Identify methods of attaining leadership positions (emergent, charismatic, elected, appointed)  
Depict the three theoretical approaches to leadership  
Describe the conclusions relative to Leader-Oriented Theories  
Describe the conclusions relative to Group Theories  
Describe the conclusions relative to Situation Theories  
Cite the factors involved in the three approaches to the study of leadership  
Identify the three theoretical approaches to the study of leadership  
Describe the components of naval leadership  
List the management functions required for coordination  
Distinguish between leadership behavior which reflects the naval leadership process or the management process  
Select the components of naval leadership  
Describe why principles of psychology are important to leader

STANDARDS OF LEADERSHIP IN THE NAVAL SERVICE 1.2  
Classify leadership objectives which are compatible with GP 21  
List the five areas of performance of duty cited by GP 21  
Select actions that constitute disregard of moral responsibility  
Select actions that fulfill the requirements of moral responsibility  
Identify actions that constitute disregard of leader's responsibility to set a good example of behavior  
Identify actions that constitute meeting the requirements of setting a good example of behavior  
Select actions that constitute disregard of standards of personnel development  
Select actions in which leader fulfills the requirements for personnel development  
Select instances where leader's actions reflect a disregard for interpretation of principles of leadership into everyday routine  
Select instances where leader's actions indicate the integration of principles of leadership into everyday routine  
Choose instances where leader's actions show a disregard for effective organization and administration  
Choose instances where leader's actions fulfill the requirement for effective organization and administration  
Summarize the five areas of responsibility to which attention is called in GP 21

PART TWO  
INDIVIDUAL BEHAVIOR

49  
APPENDIX D.

**INTRODUCTION TO PSYCHOLOGY** 2.1  
Describe the historical evolution of psychology toward an empirically based science  
Select the causes of the origination of half truths  
Differentiate between psychology and psychiatry  
Describe why the study of human behavior is important in a course on leadership

**BEHAVIOR AND ITS OBSERVATION** 2.2  
Differentiate the types of human responses as being covert, overt or affective  
Differentiate the types of observation as being casual, natural or introspective observation  
List the components of the experimental method  
Describe how concepts are defined in terms of the operations used to measure them  
Describe the interaction of stimulus, organization, response and feedback in adaptive behavior  
Identify the elements in a behavioral situation which represent stimulus, organization, response and feedback

**MOTIVATION** 2.6  
Identify motivated behavior in a military situation  
Analyze motivational factors in unsuccessful task situations  
List the qualifications upon which Maslow's theory rests

**CONFLICT** 2.7  
Differentiate the types of conflict  
Describe relationship of goal gradient behavior to the behavior of an individual in a conflict situation  
Identify conflict or frustration as causes of an individual's failure to complete a task  
Describe types of emotional responses as being fear, frustration or hostility  
Describe types of defense reactions as being aggression, withdrawal or compromise

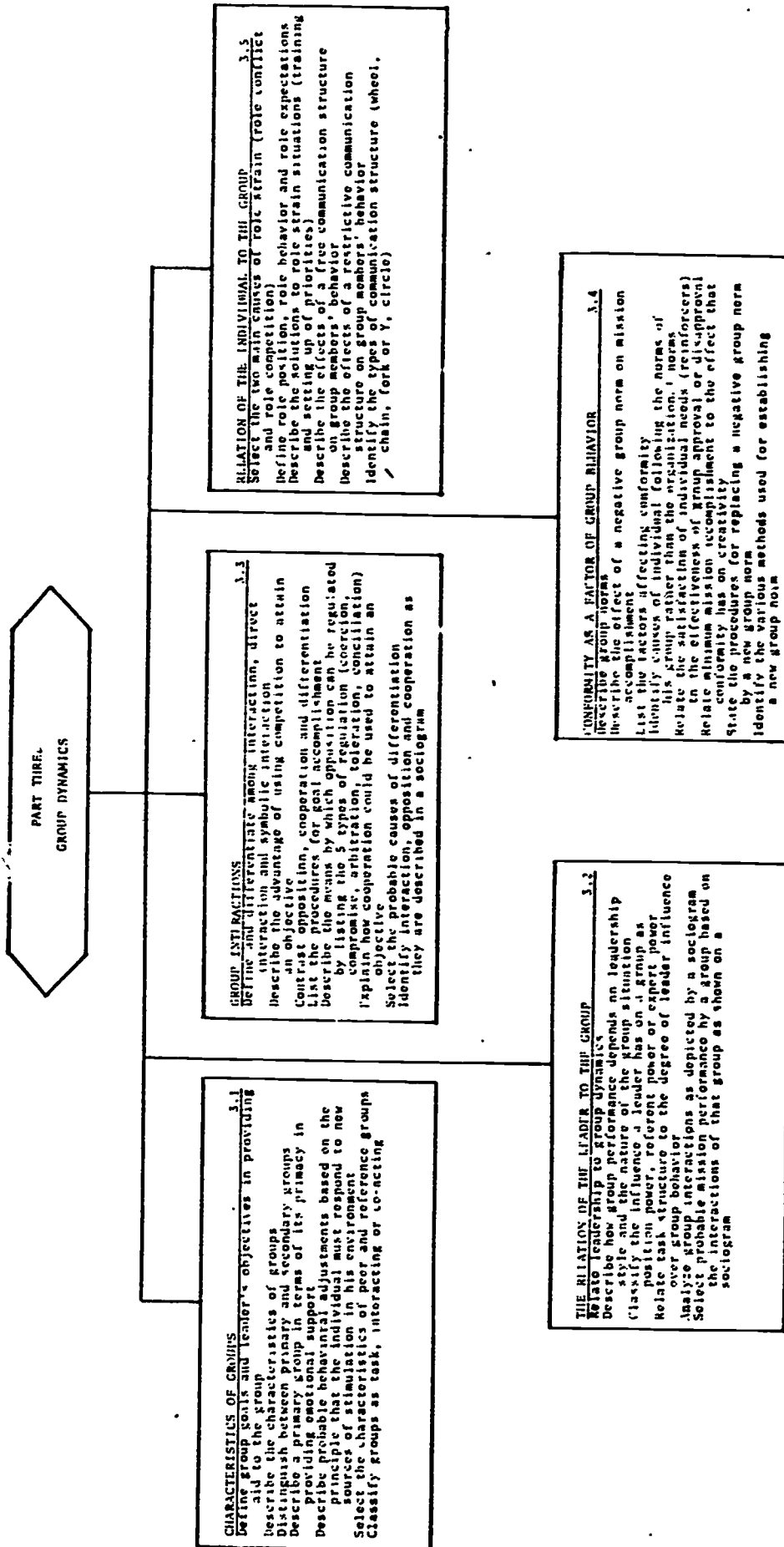
**LEARNING** 2.3  
State the conditions for instinctive behavior  
Differentiate between acquisition and performance  
Classify the various types of learning  
Describe ways to change undesirable behavior  
Analyze learning curves  
List actions which provide positive reinforcement  
Describe use of successive approximations to improve unsatisfactory performance by a subordinate  
Describe use of reinforcing desirable behavior and extinguishing undesirable behavior in order to eliminate undesirable behavior  
Contrast positive and negative reinforcement, punishment and extinction  
Describe the correct use of punishment to eliminate undesirable behavior

**ABNORMAL BEHAVIOR** 2.8  
State reasons for persistence of neurotic behavior  
Classify abnormal behavior as neurotic or psychotic  
Classify the types of neurotic behavior  
Distinguish between the characteristics of psychoses and psychoneuroses  
Describe why the naval leader should study abnormal behavior  
Classify the types of character disorders  
Describe the characteristics of the sociopathic personality

**FACTORS AFFECTING LEARNING** 2.4  
Describe how to use incentive and feedback to structure a learning task  
Describe how the principles of meaningfulness, mediation and distribution of practice affect learning  
Identify paired tasks in which positive or negative learning transfer may occur  
Identify how competition and inadequate original learning affect retention  
Describe how review and mediation can be used to increase retention

**PERSONALITY** 2.9  
Differentiate among the views of personality  
Compare and contrast the major personality theories  
Analyze personality in terms of Freudian theory  
Analyze personality in terms of Maslovian theory  
Analyze personality in terms of Kerue's theory  
Analyze personality in terms of learning theory

**ATTENTION AND PERCEPTION** 2.5  
Describe organization tendencies in perception of visual stimuli  
Describe the use of discrimination training technique to help an individual attend to the elements of a problem  
Differentiate between conditioned learning sets and social pressure as causes of inadequate perception of a situation  
Analyze causes of failure to perceive an order



# PART FOUR ACHIEVING EFFECTIVE COMMUNICATIONS

**IMPACT OF INTERPERSONAL COMMUNICATION** 4.1  
State the characteristics of interpersonal communication  
Select the effects of a zero interaction condition  
Describe the effects on sender and receiver of visible audience conditions  
Describe the characteristic outcome of a free interaction condition  
Describe the effects on sender and receiver of a zero interaction condition followed by free interaction  
Describe the relationship between leadership and communication

**FORMAL COMMUNICATION AND ITS DIMENSIONS** 4.5  
Select examples of upward, downward and lateral communication  
Describe downward communication  
State the objectives of upward communication  
Describe the responsibility of participants in lateral communication  
Describe the open-door policy and how it helps solve communication problems  
State the advantages of formal communication  
State the disadvantages of formal communication

**COMMUNICATION UNDER BATTLE SITUATIONS** 4.7  
Select examples of stress situations in which fear exhibited by individuals illustrates either the negative or positive manifestations of fear  
Select the techniques to be employed to make communications more effective under battle conditions

**TYPES OF COMMUNICATION** 4.2  
Contrast oral and written communications

**INFORMAL COMMUNICATION** 4.6  
Describe the advantages and disadvantages of communications along the grapevine  
Specify the techniques the leader should employ to utilize the informal communication network  
Identify messages and methods of transmission used to prevent formation of rumors  
List the steps a leader should take to combat rumors

**THE COMMUNICATION PROCESS (RECEIVER AND BARRIERS)** 4.3  
Describe the components of a message and the aspects of the communication process  
Identify a failure on the part of the receiver to understand a message as resulting from a deficiency in either decoding or detecting  
Select actions to take to overcome a communications barrier  
Describe common causes of communication breakdown and how to prevent them from occurring  
Identify actions to take to overcome psychological barriers to communication

**THE COMMUNICATION PROCESS (SENDER AND FEEDBACK)** 4.4  
Describe the principles of encoding, modifying, delivering and feedback  
State the rules for encoding a message  
Describe the aspects of verbal and nonverbal communication  
Describe how the sender's personal example will affect communication  
Select the best techniques for delivering a message  
Describe modification of a message to ensure that it is understood by receivers  
Define the principles of successful communication intervention



PART FIVE  
MILITARY MANAGEMENT

**INTRODUCTION TO MANAGEMENT AND THE MANAGEMENT PROCESS** 5.1  
Identify the most meaningful concept of management  
Describe why management is important to the military  
Describe the importance of having objectives in management  
Define the management functions  
Describe the importance of maintaining a balance of functions in the management process  
State the relationship between Naval leadership and the management process

**OBJECTIVES** 5.3  
Describe the setting of objectives  
Describe the hierarchy of objectives  
Classify objectives as primary or intermediate  
State how intermediate objectives facilitate the achievement of primary objectives  
Describe the relationship of personal objectives to organizational objectives  
Identify the sources of objectives

**ORGANIZATION: STRUCTURE**  
Describe the purpose of organization  
Compare and contrast line, functional authority  
Describe a line structure  
Describe a line and staff structure  
Describe a functional structure

**DECISION MAKING AND CREATIVITY** 5.2  
Describe why it is necessary that a leader be able to make good decisions  
Describe the importance and risk of making decisions in the military  
Identify the elements in decision making  
Differentiate between measurable and non-measurable factors in selecting a course of action  
Differentiate between individual and group decision making  
Distinguish among decision making techniques  
Describe how to develop a climate more conducive to creativity  
Identify when creativity goes beyond the bounds of the organization  
Describe how to increase creativity in decision making

**PLANNING** 5.4  
State the characteristics of a good plan  
Differentiate overplanning and underplanning  
Differentiate long-range and short-range planning  
State the relationship between plans and budgets  
Describe the relationship between a leader's organizational level and the amount of time he spends planning  
Describe the relationship between types of plans and the organizational level at which the plans are made  
Identify the techniques used in forecasting  
List the five basic steps in estimating  
Describe the steps in plan preparation  
Describe the planning sequence in military operations

**ORGANIZING: PRINCIPLES AND PROCESS** 5.5  
Describe the importance of organizing to military management  
List the five basic principles of organizing  
Describe span of control  
Select workable span of control for particular military situations  
State the determiners for delegating authority  
Describe the organizing process  
Describe the grouping of tasks in organizing  
Describe how the leader must provide both leadership and resources  
List some of the hazards encountered in organizing

**ORGANIZING: SUMMARY**  
State the purpose of organizing  
Identify the five basic principles of organizing  
List the five basic steps in estimating  
Describe the steps in plan preparation  
Describe the planning sequence in military operations

PART FIVE  
MILITARY MANAGEMENT

**ORGANIZATION: STRUCTURE** 5.6  
Describe the purpose of organizing  
Compare and contrast line, line and staff, and functional authority  
Describe a line structure  
Describe a line and staff structure  
Describe a functional structure

**CONTROLLING** 5.9  
Describe the importance of controlling to military management  
List the characteristics of a control system  
Select the four basic steps in the controlling system  
Relate standards of achievement to mission accomplishment  
Describe the comparison of performance with established standards  
Describe corrective action to take when performance deviates from standards of achievement  
Contrast types of deficiencies (knowledge/performance) and describe how to correct them  
State the implications of over-controlling  
State the implications of under-controlling  
Describe the importance of reports to controlling

5.4  
List the characteristics of a good plan  
List the steps in planning and underplanning  
List the steps in long and short-range planning  
List the steps in planning between plans and budgets  
List the steps in planning between a leader's organization and the amount of time he spends  
List the steps in planning between types of plans and the level at which the plans are made  
List the steps in planning between plans used in forecasting  
List the steps in planning between steps in estimating  
List the steps in planning between plan preparation  
List the steps in planning between sequence in military operations

**DIRECTING** 5.8  
State the importance of directing to military management  
Identify the relationship between directing and the environment in which it occurs  
Describe the relationship between working environment and subordinate morale, productivity and job interest  
State the implications of under-directing  
State the implications of over-directing  
Select the relationship between leadership and directing

**COORDINATING** 5.10  
State the relationship of coordinating to the management functions  
Differentiate the types of military coordination  
Describe causes of and corrections for failures in coordination  
List the four techniques of coordination  
Relate the importance of coordinating to military management

5.5  
List the steps in organizing  
List the steps in organizing military  
List the steps in organizing charts  
List the steps in organizing identifying  
List the steps in organizing or  
List the steps in organizing regular  
List the steps in organizing charts  
List the steps in organizing distinguishing  
List the steps in organizing an  
List the steps in organizing describing  
List the steps in organizing or  
List the steps in organizing summarizing  
List the steps in organizing organizing

**ORGANIZING: CHARTING** 5.7  
State the purpose and limitations of organization charts  
Identify how an organization chart describes an organization  
List the characteristics of a good organization chart  
Distinguish among structural, functional, position and combination charts  
Describe a check list for ensuring an adequate organization chart  
Summarize the limitations of organization charts

PART SIX  
AUTHORITY AND RESPONSIBILITY

CONCEPT OF AUTHORITY

6.1  
Select the bases of an officer's authority  
Describe behavior according to the concepts of authority  
Define the use of power to gain obedience  
Define the origin of power according to the formal authority theory  
Describe punishment used to correct infraction of regulations  
Describe why effective leadership becomes significant under the acceptance theory of leadership  
Identify examples of the competence theory of authority  
Describe the theoretical bases of authority  
Identify the exercise of military authority as exemplifying one of the theoretical approaches to authority  
Relate the formal authority theory to the acceptance theory  
State the relationship between the authority of a junior officer, his coercive power, and acceptance of his exercise of authority  
Describe the types of limits to a leader's authority  
Identify the constraints which limit a leader's exercise of authority  
Describe the relationship between change in environment and alteration of a leader's authority  
Describe how status incongruity limits a leader's authority  
Identify factors in a situation which give the leader status

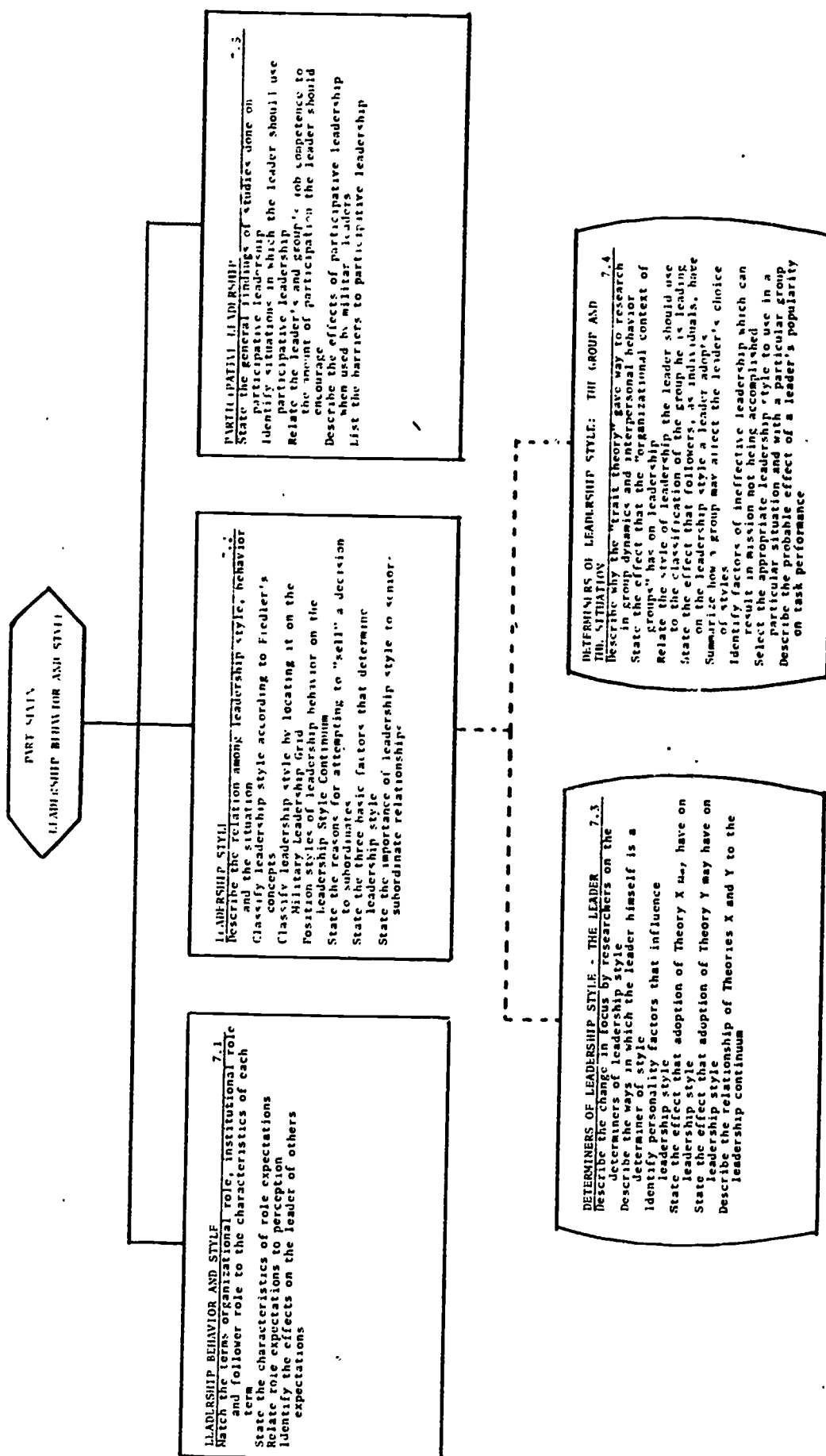
6.2  
Interpret the meaning of various acts of the commanding officer as absolute  
Differentiate the relationship between authority and responsibility  
Differentiate between mission responsibility and personal desires  
Describe role conflicts of a leader as they pertain to responsibility  
State the action required of a leader who decides to deviate from an order  
Specify how a junior should seek responsibility  
Identify when a junior officer should delegate authority in order to motivate his subordinates  
Describe moral responsibility as it relates to the welfare of subordinates  
State guidelines for assessing the adequacy of an action which represents moral responsibility

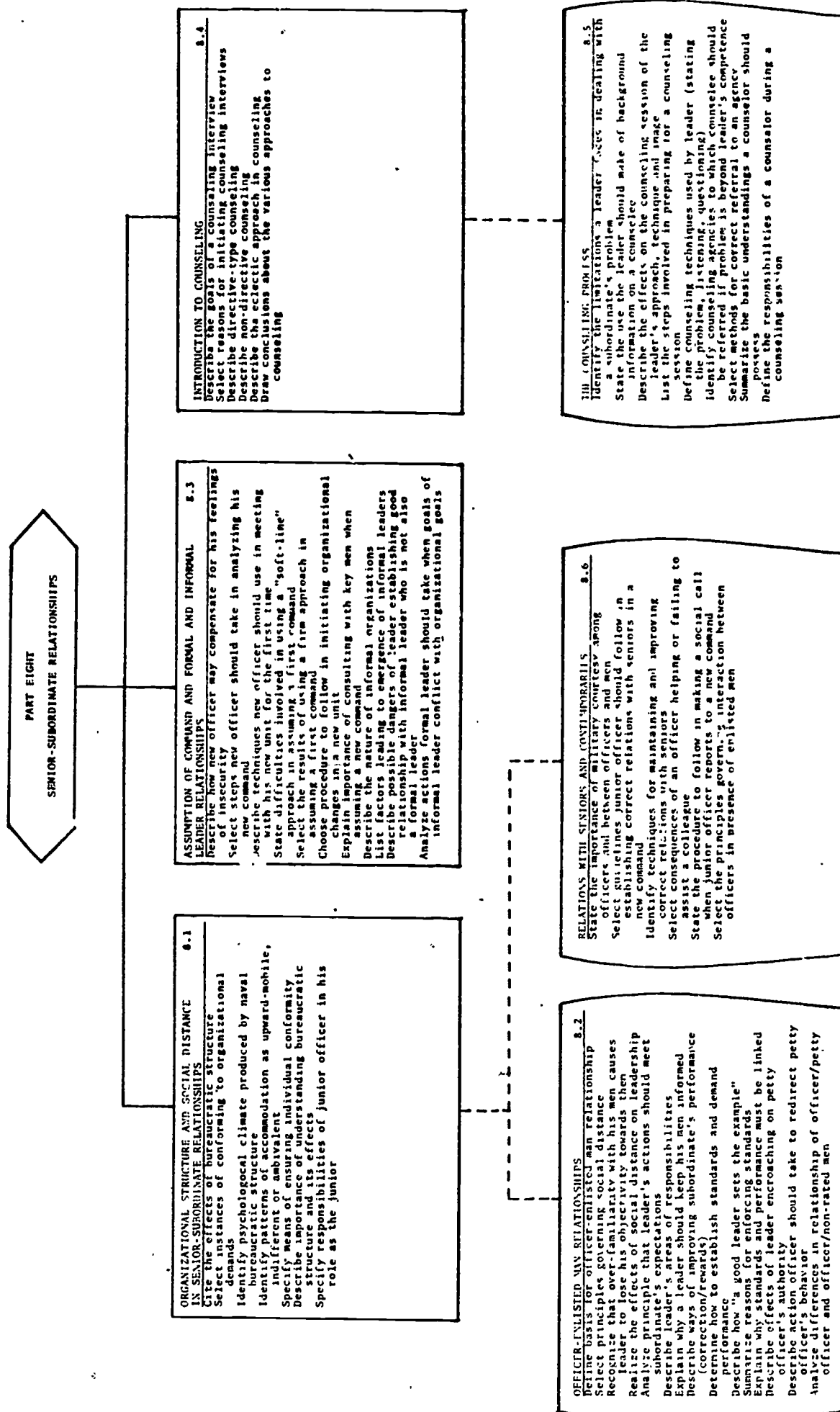
WHY PEOPLE ACCEP/RESIST AUTHORITY

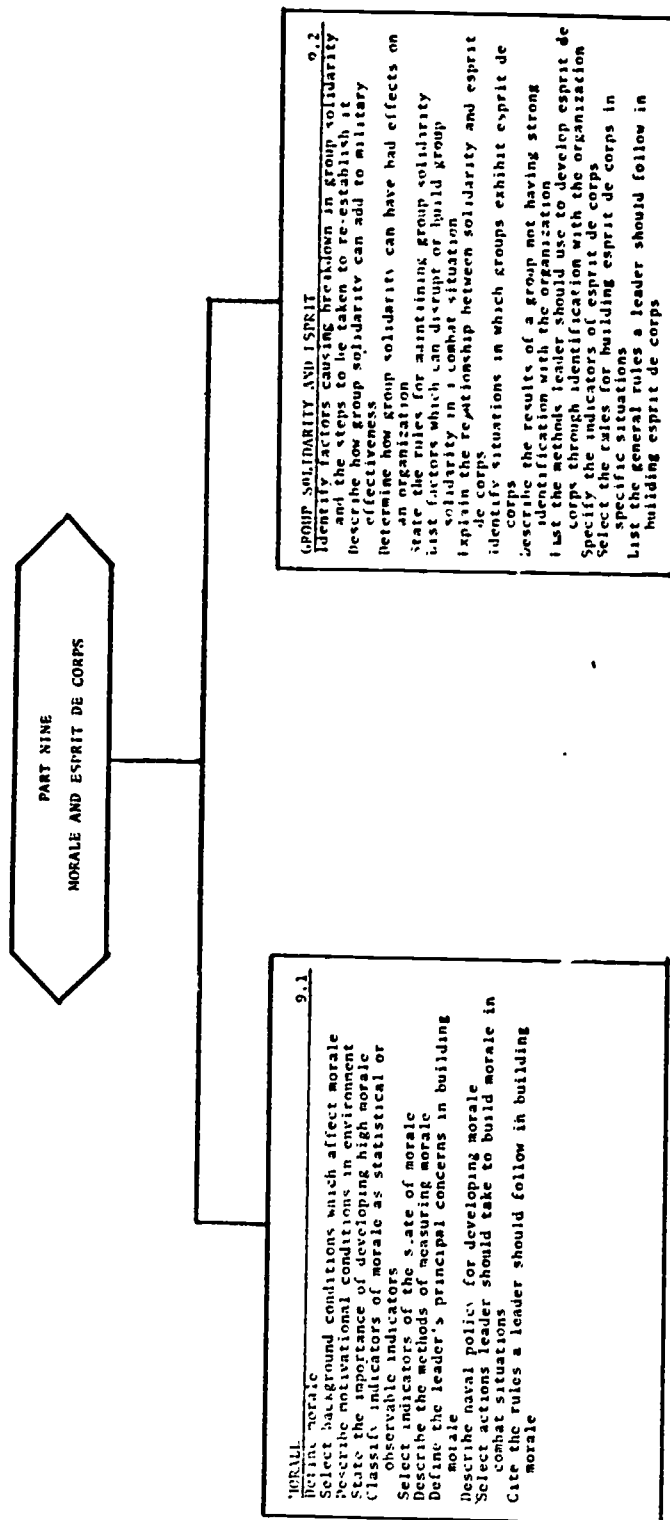
6.2  
State the prerequisites for acceptance of authority by subordinates  
Analyze acceptance of authority according to the Jannebaum hypothesis  
Analyze forms and sources of resistance to a leader's authority  
Analyze forms and sources of resistance to military authority  
List the possible responses a leader should employ when he encounters resistance to his authority  
Relate misuse of a leader's authority to lack of initiative and individuality in his subordinate leaders  
State the probable consequences of an officer misusing authority  
State the factors which determine the need to apply substitutional authority  
State the factors which determine the need to apply essential authority

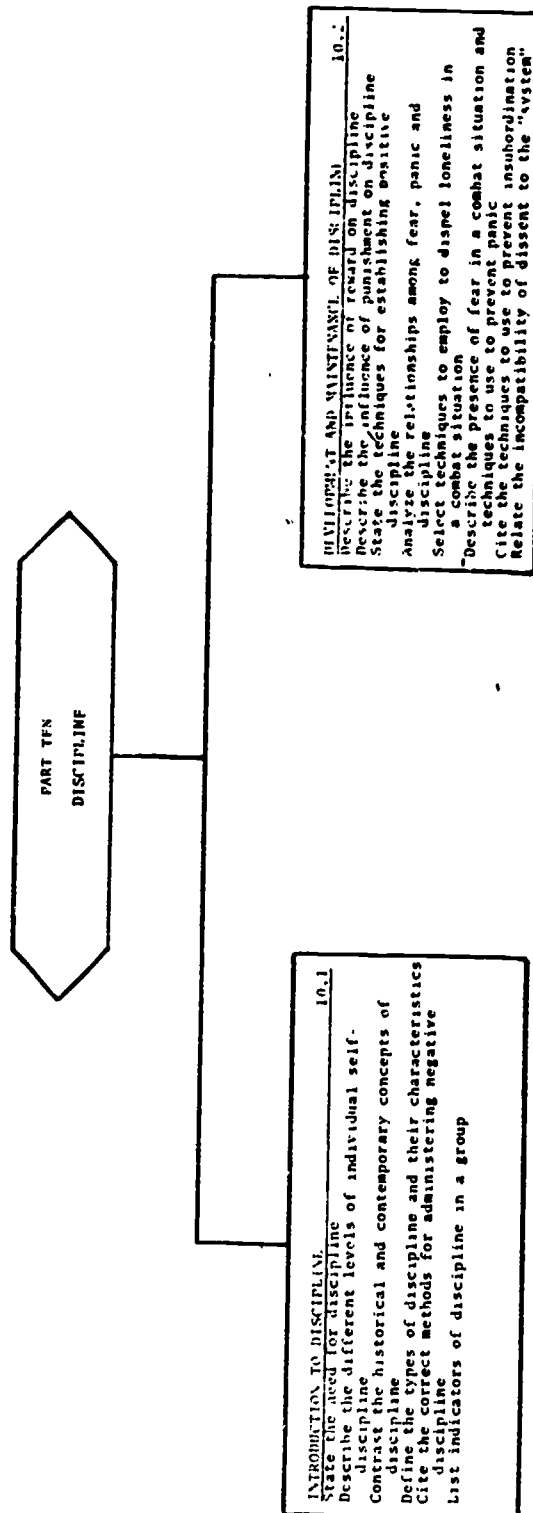
DELEGATION OF AUTHORITY/LINE-STAFF RELATIONSHIPS

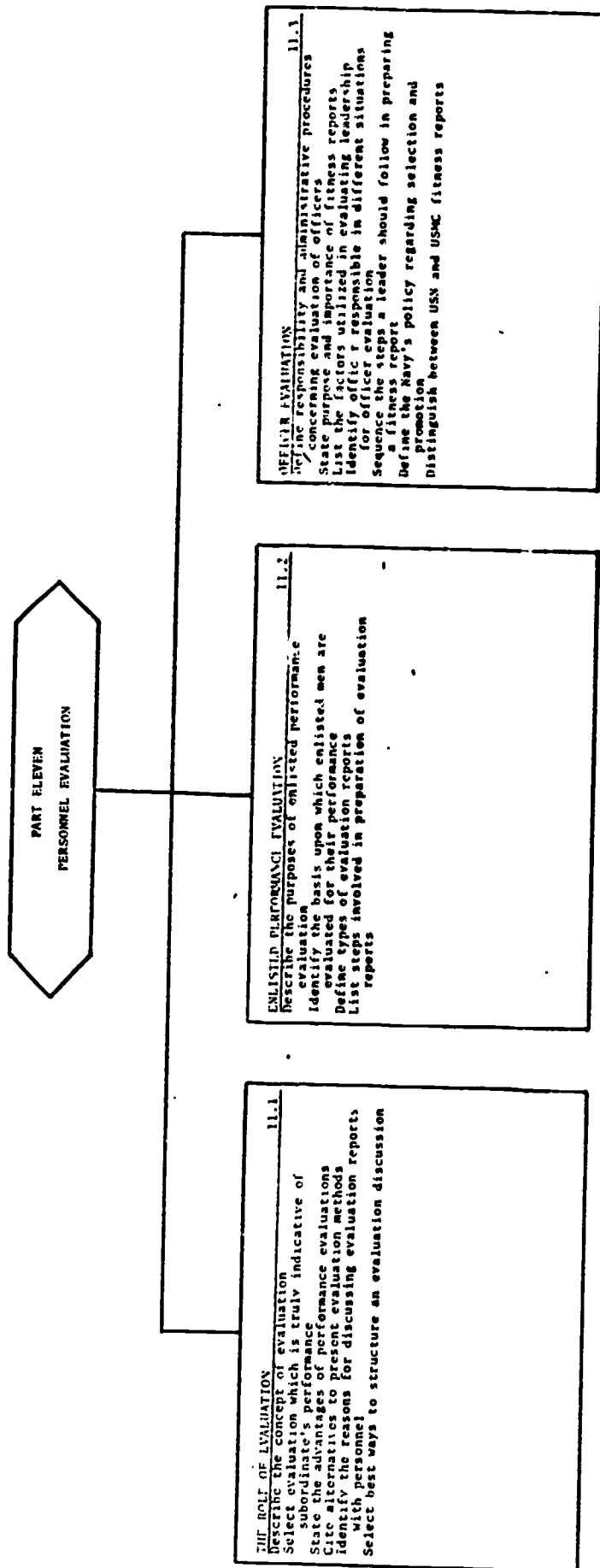
6.3  
State the relationship between delegation and the chain of command  
State the reasons for delegating authority  
List the tasks involved in not following the chain of command  
Describe the proper action a junior officer should take when he receives contradictory orders from chain of command and non chain of command sources  
State the guidelines for determining what duties to delegate  
Identify the determinant of the degree of delegation  
List those factors which serve as barriers to delegation  
Describe the action to take to overcome a barrier to delegation  
Describe the concept of delegation by results expected  
State correct and incorrect techniques of controlling delegated authority  
Identify from a shipboard organization diagram those positions which have line authority or staff authority  
State the procedure to follow in resolving differences of opinion between line and staff officers  
Describe the change in authority of a staff officer who is delegated a functional authority  
State the advantages and disadvantages of functional authority  
List the governing factors in line-staff relationship  
Identify sources of difficulty in line-staff relationship



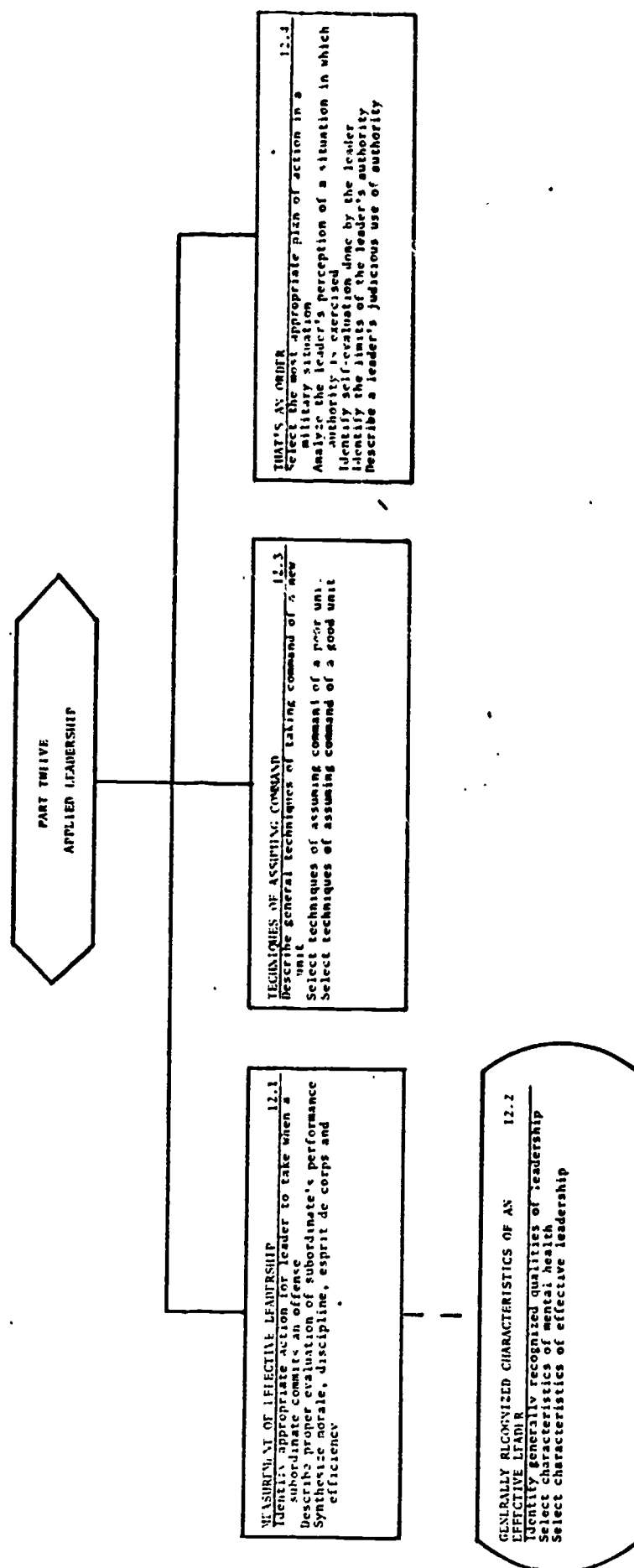












INSTRUCTOR'S GUIDE  
for  
STRUCTURAL COMMUNICATIONS

STRUCTURAL COMMUNICATIONS (Enrichment Units 1-28)  
INSTRUCTOR'S GUIDE

THE STRUCTURED DISCUSSION PROCESS

The main objectives of these discussions are:

1. To bring together elements of the multi-media course which have previously been treated separately or at different times.
2. To encourage students to become articulate in the use of the various terminologies and ideas they have acquired.
3. To make a contribution towards bridging the gap between theory and practice by, as far as is possible, dealing in actual situations.
4. To make more explicit the dimension of value-judgment implicit in the Leadership Course.

The mechanics of the process:

The discussions are designed for use by the individual, or by a group.

The students are given introductory material (Presentation) which sets the scene. They are then asked to compose answers to problems (Investigation) in terms of a Matrix of between 20 and 24 items (Response Indicator), each item a significant statement concerning the theme of discussion. A response is submitted to a series of tests for inclusion and/or omission of certain sets of items from the Matrix (Diagnostic tests).

From the results of the tests the student is directed to comments (Discussion Comments) which may require him to modify his original response or reconsider it.

The technique described above is related to the objectives as follows:

1. The problems are usually in the form of case studies and therefore naturally involve the interaction of the different kinds of forces and influences at work in real life situations. For instance, disciplinary problems

almost invariably involve a combination of adherence to the book of rules and the sway of informal leadership. The diversity of significant features is reflected in the Matrix of items used by students in making their responses. This Matrix denies them the option of one-dimensional thinking, or thinking from one point of view or one set of criteria. Thus, the various elements which are spread out linearly through the main course have to be operated together.

2. The Matrix (or Response Indicator) constitutes a kind of language. By using it, students are able, in effect, to make quite complex statements about situations without having to be involved in lengthy discourses or in the writing of essays. This is one of the most powerful and significant aspects of the technique. When the students are also required to justify and explain their selections, the Matrix becomes a strong stabilizing factor, or plane of reference. The content of the Matrix is allied to the terminology the students have previously encountered in some segment of the course: naturally enough, the words and their special meanings gradually become the personal property of the students when they are forced to use them in debate.
3. The gap between theory and practice is sometimes made very explicit in these discussions. The Matrix, as we implied above, would tend to the theoretical; while the problems would be essentially practical. Thus, the students are forced into the position of coalescing the theoretical and the practical for themselves. Of course, the feedback from comments offers a great deal of assistance in bringing this coalescence about.
4. The response asked of the students is usually in the form of a judgment on the balance of conflicting factors. Responses show the basic assumptions of students, including value systems. The feedback built into the discussions shows by way of example the assumptions and values lying behind particular interpretations.

#### THE ROLE OF THE TUTOR - CRITICAL POINTS

There are a number of critical points in the process where the students may experience special difficulty. Here the tutor can properly help the students to resolve their situation.

1. By what students say in answer to a problem, or during discussion, it may become clear that students are misinterpreting a response item or that students are using it in different ways. It may then become necessary to get the students to fix on a meaning before proceeding with the main discussion.

As far as is possible, however, purely semantic questions should be avoided. The meaning of a response item depends on its combination with other items and on the context of the problem. As the discussion proceeds, familiarity with the items improves.

2. The problems can be misread, since they are based on actual complex situations and what is required of the student is sometimes not immediately obvious. It is good practice to get students to express a problem in their own words.
3. It is very valuable if the student can be encouraged to talk generally about his experiences during the session. This helps to consolidate what has been learned and to isolate important questions. The tutor can also follow up leads produced by the discussion to explain certain points in depth.

#### GUIDELINES FOR THE TUTOR

The structured discussions can run quite successfully with no supervision: but, as we pointed out, they can be made even more productive with the aid of a sensitive tutor.

There are three main strategies he can adopt.

##### A. Consultant.

The tutor remains in the background as an observer, intervening only in response to a request from the student for information, clarification or guidance.

##### B. Chairman.

The tutor takes the role of chairman. In this role, he can intervene in the process on his own initiative.

##### C. Controller.

For those tutors very familiar with the Discussion Units, a role of direct control can be assumed. He may do this simply by reading out and discussing each relevant comment. Or he may go further and speak from his own understanding, using the feedback material only for reference.

In this way, the tutor can amplify and reinforce certain key points of the course. The discussion can be enlarged in depth.

## GUIDELINES FOR GROUP USE

The instructor may wish to use these discussion units for group use in the classroom. The group procedure is as follows:

- 1) Individual members of the group read the Intention and Presentation sections and Case Studies.
- 2) Each group member makes an individual decision as to whether or not to include certain items on the Response Indicator. He records his selection of items on a special form (see Table 6).
- 3) The group then discusses the individual responses, and agrees on a first group response. Each group member records the first group response in the appropriate place on the form.
- 4) The group then applies the diagnostic test to the first group response, and locates the comments that must be read. The group then reviews these comments and reconsiders the group selection in light of them.
- 5) The above "discussion with the authors" will lead to a second group response, to be recorded in the appropriate place on the form.
- 6) The group should read the Conclusion after the second group attempt has been made and recorded.
- 7) When all the tasks related to the Case Studies have been completed, the group will discuss the Conclusion.

TABLE 6  
RESPONSE FORM

Make individual selection from  
RESPONSE INDICATOR

Response Items

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

First group response

Response Items

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Second group response

Response Items

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

## THE DISCUSSION UNITS

Each Unit has been prepared to fit into a particular part of the Course, so that special concepts and terms can be taken for granted.

Descriptions of the Units are given in the following pages.



## ENRICHMENT I - CONCEPT OF LEADERSHIP

The unit should bridge between the first and second segments of Part One of the Leadership Course. The objective is to bring into focus the general concepts on leadership received in the first segment, preparatory to the study of military leadership in the second segment. There is a close correlation between the contents of the Unit and the Terminal Objectives of Segment 1.

The Unit is centered on the theme that leadership is to be understood in terms of the triad: leader, group of followers, and situation.

The MATRIX consists of statements about leader-follower relationships which run the spectrum from leadership qualities to characteristics of followers, through the various kinds of control which can be exercised between leader and followers. It is the control exercised which mainly distinguishes the various kinds of leadership situations.

There are three MODULES. The first is about managerial leadership; the second, riot-leadership; and the third, naval leadership. Students are asked to identify those statements which apply in each of the three cases of leadership. The differences are not cut and dried since each case itself involves a spectrum. However, the problems offer a stringent test on the students' grasp of the theory.

The tutor can allow students to weight their choices--as 'central' or 'peripheral' for example--in order to obtain definite commitments. The first two problems are provided with model interpretations that follow after their discussion comments. These should clarify and summarize the point of view taken by the author.

The final problem makes extensive use of quotation from naval sources. It would be useful if the tutor summarized the points being made.

## ENRICHMENT II - PROBLEMS IN INDIVIDUAL BEHAVIOR

This Unit is concerned with the process of psychological observation and interpretation. It should be run after Part Two of the Leadership Course.

The objective of this unit is to give the midshipman an understanding of the value of psychological observation and interpretation itself, outside of an academic context, and an understanding of how the various schools of psychology can explain a real life situation. The exercise, which integrates the fragmented examples of specific psychological phenomena he has learned, shows him the extent to which a system can describe behavior, where it falls short, overlaps or contradicts other systems.

The MATRIX consists of statements about the behavior of people taken from the psychological systems which the students should have recently studied.

The MODULES consist of four case studies, three of them taken from naval publications.

- Module 4 - Case study analysis of situation where an Ensign fails to turn up on time from shore liberty.
- Module 5 - Case study analysis of situation where a seaman working in Personnel threatens to report to his Congressman following his refusal for reenlistment for active duty.
- Module 6 - Case study analysis of situation of chaos facing an officer arriving at new post, due to civilian personnel misbehavior.

- Module 7 - Case study analysis of situation in Antarctic where behavior of demoralized seaman results in accident.

The students are asked to analyze each of the cases in terms of the statements in the matrix, choosing those which apply and explaining their reasoning.

### ENRICHMENT III - GROUP DYNAMICS AND THE CHAIN OF COMMAND

In this Unit, a single situation is taken and looked at from the point of view of three group dynamics concepts. The student is asked to prescribe lines of action from a Matrix compatible with the various points of view.

The unit should be used soon after the completion of Part Three of the Leadership Course.

The MATRIX consists of statements about actions which could be taken to resolve the situation.

The MODULES are as follows:

- Module 8 - What are the actions which would aggravate the basic assumption of the group?
- Module 9 - What actions would reduce ambiguity and increase recognition of structure in the group?
- Module 10 - What actions would increase the democratic integration of the division and its work?
- Module 11 - What program of action would you take?

Each problem has discussion comments in two phases. The first phase sorts out basic comprehension of the concepts; while the second goes into the more subtle points.

## ENRICHMENT VI - PROBLEMS OF LEADERSHIP

Three Naval Case Studies are presented and the students are asked to analyze them in terms of factors such as morale, discipline, working of the chain of command, etc. The case studies have a common theme: senior-subordinate relationships.

The unit should be used after the students have completed Part Six of the Leadership Course. The objective of the unit is to enable students to bring the concepts of authority, responsibility, morale, esprit de corps, etc. into conjunction with real life situations.

The MATRIX consists of statements about weaknesses in the running of operations.

The MODULES consist of three case studies, as follows:

Module 12 - A ship's crew, subject to unexpected rationing, reacts to a theft of food from the galley.

Module 13 - A group of enlisted men do not carry out a request from their senior.

Module 14 - A new Machine Officer falls down on the human side of his responsibilities.

## ENRICHMENT VIII - THE MOTIVATION OF SUBORDINATES

This Unit should be used after Part 8 of the Leadership Course has been completed. The objective of the unit is to get students to think through the principles of motivation in relation to a very concrete situation. An extensive military case study is used, divided into various chronological stages. The students alternate between direct problem-solving ("what would you do") and a reflective examination of the situation at various stages in terms of recommended practices.

The MATRIX consists of "good leadership practices" culled from the literature.

The MODULES are not homogeneous, but alter with the stage in the analysis.

In Module 15 students are asked to construct a self-consistent approach to motivation from the Matrix.

In Module 16 the task is to select those practices important in taking command in the situation described.

In Module 17 the question of logistics is pursued.

In Module 18 the students are asked to choose a leadership approach to the motivation of the Division described in the case study. This involves both a selection from the Matrix and the drawing up of a list of actions.

#### ENRICHMENT XA - DISCIPLINE AND THE GROUP

The unit can be used either before or after Part 10 of the Leadership Course.

The student is asked to structure the particular discipline of three extreme instances - Module 19, a penal prisoner, Module 20, a monk and Module 21, a diplomatic representative - in terms of inner acceptance or acquiescence, external conformity and organizational structure. However, before the student engages in investigating the problems, he is asked to draw up his own list of characteristics he associates with discipline. This means in effect that the student is confronted with his own value system. In the discussion that follows, when he uses the Response Indicator that gives the comprehensive survey of key characteristics of discipline relevant to the three polarized situations, he is

made aware of the extent to which his selection diverges from the author's view because of his own value system. This enables him to distinguish whether the interpretation he gives of the problem may be unacceptable to the author based on miscomprehension or because of conflicting values.

The MATRIX consists of statements about kinds of discipline. The language provided here can be applied to any organization or profession including everything from the family to government.

#### ENRICHMENT XB - DISCIPLINE AND THE INDIVIDUAL

The second discussion of discipline, "The Sociology of Discipline: the Individual," deals with the breakdown of discipline in four significant situations, including the case of American prisoners of war in North Korea who were susceptible to brainwashing. He is first asked, in this latter case, to adopt the hypothesis that discipline in the American army was seriously defective, and to analyze the defects by means of the matrix. He is then asked to consider the state of discipline in the camp from the Chinese point of view, to reach an understanding of how they were able to attempt brainwashing the individual. The case discussed occurred before the establishment of the Code of Conduct, and the midshipman gains insight into the significance and importance of the code.

The MATRIX consists of negative factors from the point of view of various criteria of good discipline.

The first two MODULES (22 & 23) have been described above. The third (Module 24) problem uses a case study of racial conflict on board a ship. The fourth (Module 25) deals with student unrest.

In the first and last problems responses considered in terms of different categories of relevance: 'key', 'subsidiary', 'peripheral' and 'misleading' in problem one; and 'significant', 'applicable in a general sense', 'misleading' and 'irrelevant' in the fourth problem. Use of these different categories should enhance the students' awareness of the judgments they are using in making their responses.

#### ENRICHMENT XII -- LEARNING TO LEAD

This should be a final exercise in the course.

The MATRIX consists of psychological characteristics of 'good leaders'.

The exercise runs in three main parts.

In the first, (Module 26) students look for combinations of characteristics applicable to a 'go-ahead' Ensign. No ordinary diagnostic feedback is provided, only examples which act as guidelines.

In the second part, (Module 27) the objective is to build up an optimum combination of characteristics applicable to the ideal Ensign.

The third part (Module 29) of the exercise involves different Perspectives of the Junior Officer.

The main objective of this unit lies in getting students to move away from an atomic aggregate approach to a systems approach. Their more traditional learning has been based on the following kind of model: there are 'good characteristics' and the more of them the better. Actual situations are, however, more complex.

Human beings are intricate structures and their effectiveness largely depends on the balance of different kinds of characteristics in them. Different kinds of leaders constitute different kinds of solutions to the balance of characteristics. Further the different solutions are more or less effective in practice depending on their correspondence with the situational demand.