



JROTC Virtual Learning

Leadership Choices, Decisions LET 3 [U9C8L1]

May 21, 2020



Lesson: 21 May 2020

Objective/Learning Target

Why this lesson is important:

Why this lesson is important:

Leaders must be able to confidently decide on what action to take under the most critical conditions. If a leader delays or avoids making a decision, the result might be a lost opportunity, loss of confidence, confusion, and failure of a project. In this learning plan, you will examine strategies to use when considering decisions as a leader. You will also analyze the impact of actions that involve decisions made at a leadership level.

What you will learn in this lesson:

- Assess how the 11 principles of leadership apply to decision making
 - Apply the decision-making process to leadership decisions
 - Define key words: After Action Review, contingency

Student Learning Plan

Unit 6: Citizenship in American History

and Government

Leadership Choices, Decisions, and Consequences [U6C8L1]



What you will accomplish in this lesson:

Investigate how leadership choices and decisions can lead to good and/or bad consequences



Why this lesson is important:

Leaders must be able to confidently decide on what action to take under the most critical conditions. If a leader delays or avoids making a decision, the result might be a lost opportunity, loss of confidence, confusion, and failure of a project. In this learning plan, you will examine strategies to use when considering decisions as a leader. You will also analyze the impact of actions that involve decisions made at a leadership level.



What you will learn in this lesson:

- Assess how the 11 principles of leadership apply to decision making
- Apply the decision-making process to leadership decisions
- Define key words: After Action Review, contingency



You will have successfully met this lesson's purpose:

- by presenting an investigative report of a leadership case study that addresses a specific incident or event
- when your investigation includes a brief summary of the case study and an explanation of the leadership issue or problem
- when your investigation identifies the choices available to the leader
- when your investigation describes the decisions the leader made and the consequences of those decisions
- when your investigation presents your opinion about the effectiveness of the leader's decision
- when your investigation predicts what might have happened if the leader had made a different decision or recommends a different decision that could have improved the outcome



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

INQUIRE PHASE: What do you already know?



- _____1. THINK ABOUT situations when you have had to make decisions that impacted others on your job or at school. PREPARE for this lesson by discussing What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.
- _____2. LIST experiences you have had when you were required to make decisions that affected others on the job. With your team, CREATE a Tree Map to list positive and negative results of your decisions.
- _____3. SHARE your map and DISCUSS what you learned from the experiences.

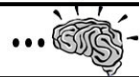
- _____ 4. REFLECT on what you do when you feel uncertain about making a major decision. ANSWER the reflection questions presented by your instructor.

GATHER PHASE: So, what else do you need to know or learn?



- _____ 1. READ the assigned text. CREATE a written response to each of the reflection questions and lesson review questions in the text.
- _____ 2. BRAINSTORM the names of leaders who have appropriately and inappropriately applied leadership principles when making decisions. DISCUSS the results of the decisions made by these leaders.
- _____ 3. GENERATE a list of the "Top 10 Things to Do (or Not to Do) When Making Decisions as a Leader." CONTRIBUTE to a class T-Chart.
- _____ 4. REFLECT on what you believe is the most important leadership principle to consider when making a decision that will affect others. ANSWER the reflection questions presented by your instructor.

PROCESS PHASE: Now what can you do with this new information you've learned?



- _____ 1. CREATE a Flow Map model to use when you need to make and analyze leadership decisions that impact others.
- _____ 2. COMPLETE Exercise #1: Leadership Case Study and discuss the events and impact of a significant leadership decision with your team. DEVELOP a Flow Map to illustrate the sequence of events that led to the decision.
- _____ 3. CREATE a Multi-Flow Map to show the events that occurred as a result of the action.
- _____ 4. SHARE your maps and DISCUSS opinions and predictions with the class.
- _____ 5. REFLECT on how you felt about the outcome of the leadership case study. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



- _____ 1. OBTAIN the Leadership Choices, Decisions, and Consequences Performance Assessment Task from your instructor. PREVIEW the scoring guide.
- _____ 2. SEEK out and INVESTIGATE a notable historic leadership decision. CONSIDER the choices that were available to the leader and CONSIDER the results of the action that was taken. FORM an opinion about the how the decision has impacted others.
- _____ 3. CREATE a Multi-Flow Map to predict what might have happened if a different decision had been made.
- _____ 4. COMPLETE the Leadership Choices, Decisions, and Consequences Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
- _____ 5. REVIEW the key words of this lesson.
- _____ 6. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

1. **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
2. **Gather Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
3. **Process Phase:** Complete the Learning Activities 1 – 5 or as modified by your instructor.
4. **Apply Phase:** Complete the Learning Activities 1 – 6 or as modified by your instructor.

Unit 6

Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES



Unit 6

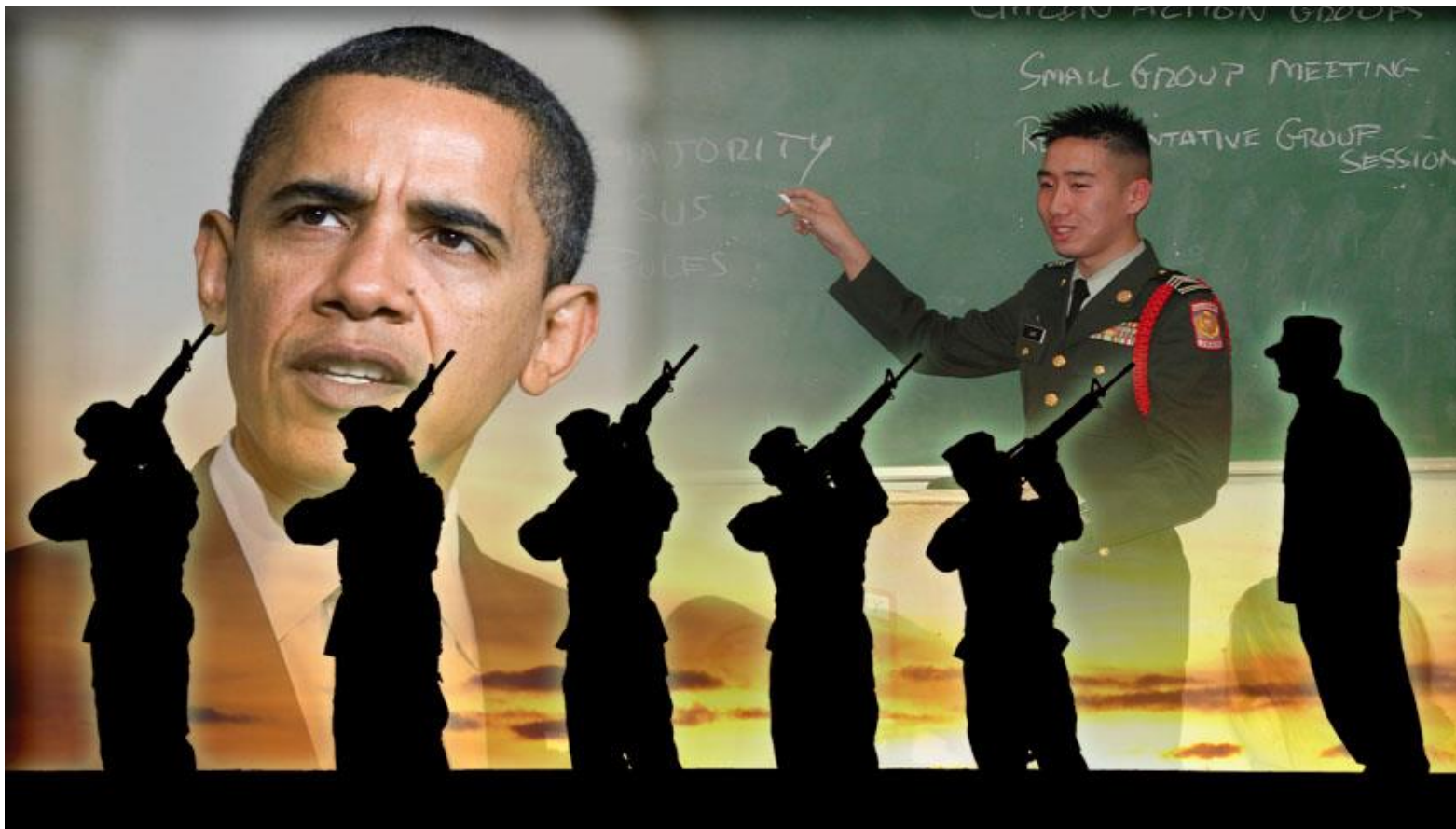
Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES

Think about situations when you have had to make decisions that impacted others on your job or at school.


Inquire - What do you already know?





(U6C8L1:F1)

A plan to cope with events whose occurrence, timing, and severity cannot be predicted is known as what?

- A) After Action Review
- B) Battle Plan
-  C) Contingency
- D) Brainstorming

[Click to see the correct answer](#)



- Prepare for this lesson by discussing the key questions of this [Student Learning Plan](#).
 - What will you accomplish in this lesson?
 - Why is the lesson important?
 - When will you have successfully met the lesson's purpose?
- Answer the Lesson Question:
 - How do you know you are making the right decisions as a leader?





Learning Objectives

- Assess how the 11 principles of leadership apply to decision-making
- Apply the decision-making process to leadership decisions
- Define key words: After Action Review, contingency



Unit 6

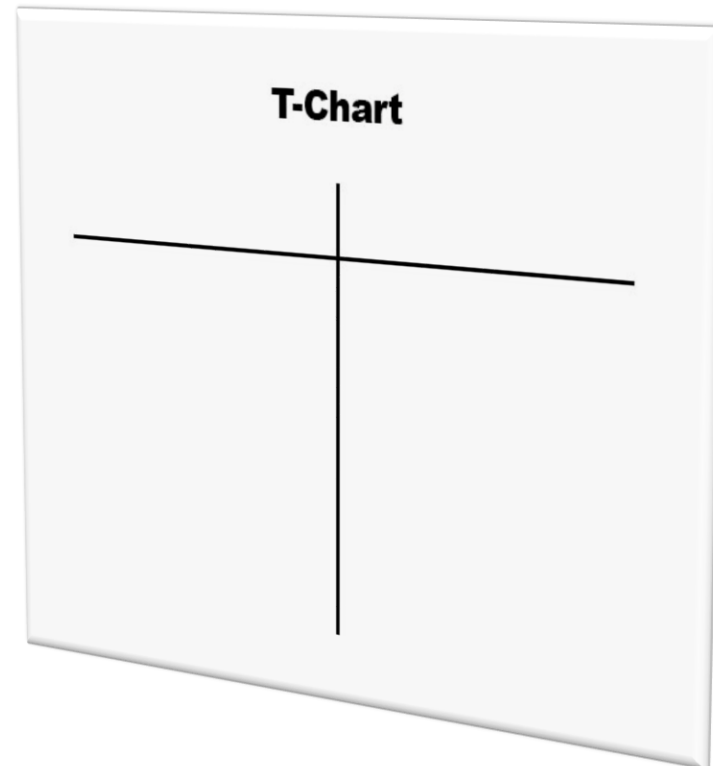
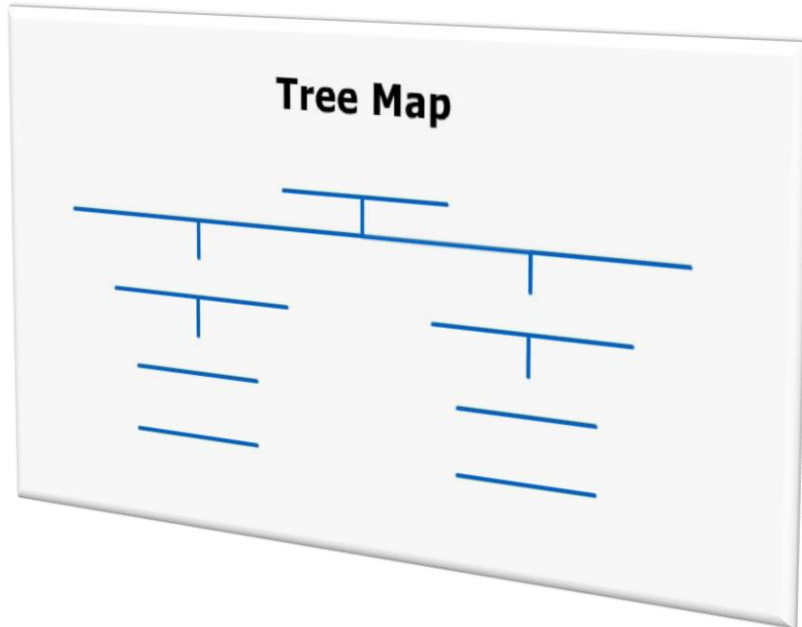
Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES



Create a Tree Map or a Pro and Con T-Chart to collectively list the positive and the negative results of decisions Cadets have made that impacted others.



Divide into teams of three to four

Click Next to fill out the Tree Map or the T-Chart

Reflection:

- How do you feel when someone in a leadership position makes a decision that you don't agree with or understand?
- What do you do when you are uncertain about making a major decision when in a leadership role?

Unit 6

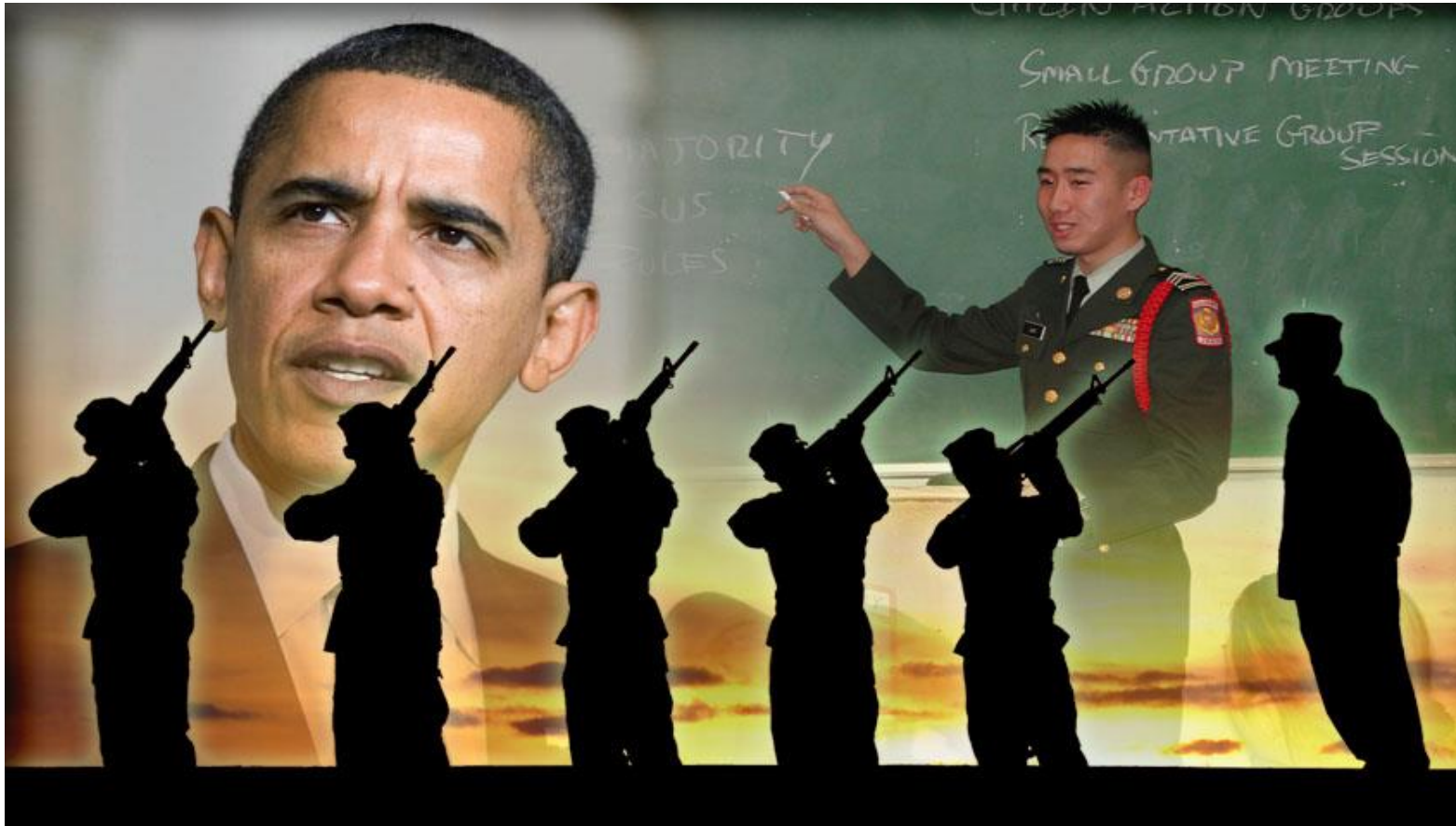
Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES

Think about famous or infamous leaders who have significantly impacted people because of their decisions.

Gather - So, what else do you need to know or learn?





- Review scenarios and think about famous or infamous leaders who have significantly impacted people because of their decisions.
- Brainstorm names of famous and infamous leaders who have appropriately and inappropriately applied leadership principles when making decisions.
- Discuss the positive and/or negative results of the decisions made by famous/infamous leaders.

Stay in
your
same
teams



Unit 6

Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES



In assigned teams, use a T-Chart to generate and post a list of the “Top 10 Things to *Do* When Making Decisions as a Leader” or the “Top 10 Things *Not to Do* When Making Decisions as a Leader.”

T-Chart

Click Next to fill out the T-Chart



(U6C8L1:Q4)

Lieutenant Kirby assigned a tough mission to the squad with the new squad leader. The platoon sergeant recommended that he assign it to another squad with a more experienced squad leader, but Lieutenant Kirby refused. It was a very difficult mission, some of the squad members got injured due to the squad leader's inexperience, and the mission was a complete failure.

Which leadership principle did Lieutenant Kirby violate the most?

- A) Develop a sense of responsibility in your followers
- B) Know your personnel and look out for their welfare
- C) Ensure each task is understood, supervised, and accomplished
- D) Seek and take responsibility for your actions

[Click to see the correct answer](#)



(U6C8L1:Q3)

Leaders need to have a basic understanding of how sound, rational, and informed decisions are made. Most decision-making rests on two assumptions: that leaders have all the information they need to make a decision, and that leaders make decisions by choosing the best possible solution to a problem.

When their decisions don't work as planned, what should they do to still try to accomplish their mission?

- A) Re-execute the decision-making process
- B) Execute contingency plans
- C) Conduct an After Action Review
- D) Re-evaluate the consequences of alternative plans and execute another plan


[Click to see the correct answer](#)



(U6C8L1:Q1)

Read carefully the following paragraph and select the option (A-D) that best indicates the principles of leadership demonstrated by Lieutenant Kirby.

Lieutenant Kirby knew he was a role model for his troops. To make sure he does the best that he can, he reflects on his performance at the end of every day. Yesterday, he was most proud of admitting that he was wrong, and that the platoon sergeant was right.

- A) Set the example; be technically proficient; make sound and timely decisions
- B) Set the example; ensure each task is understood, supervised and accomplished; develop a sense of responsibility in your followers
-  C) Set the example; perform a self-evaluation; take responsibility for your actions
- D) Set the example; make sound and timely decisions; build a team

Click to see the correct answer



Reflection:

- What do you think is the most important leadership principle to consider when finalizing a decision that will impact others?

Unit 6

Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES

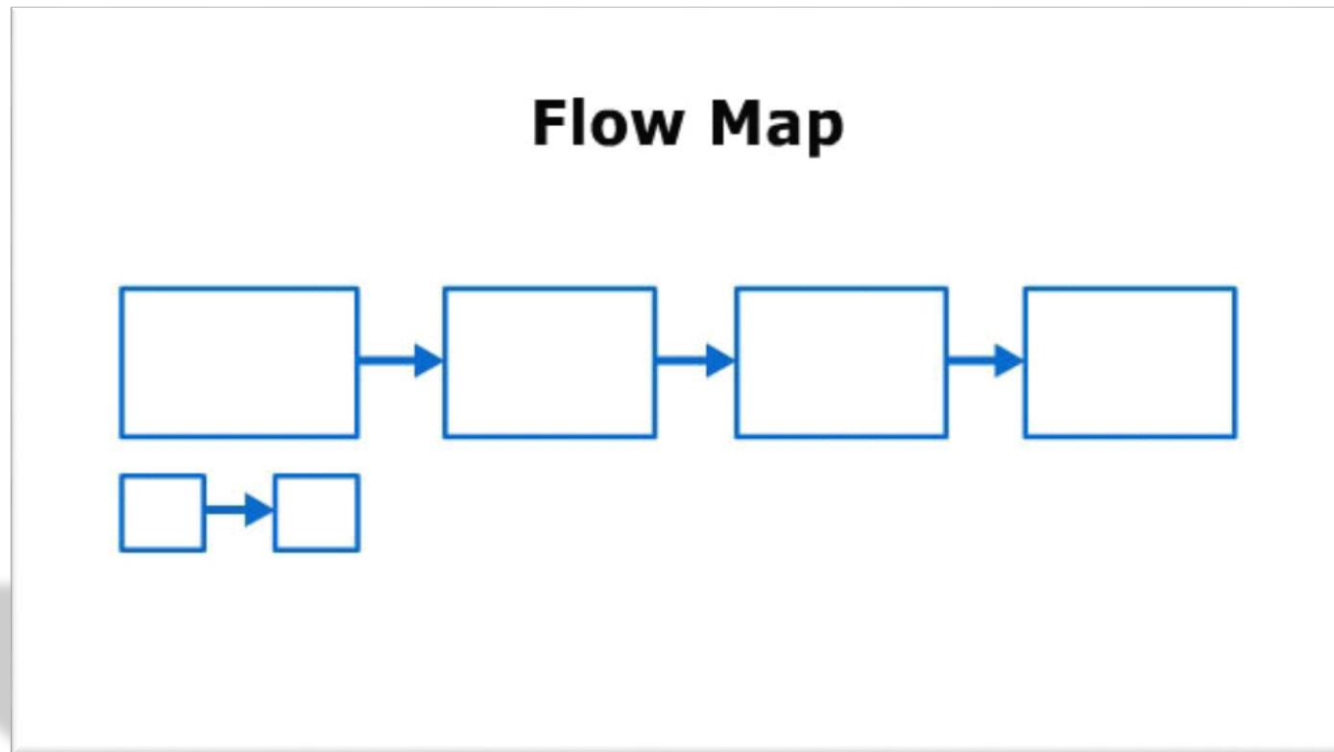
Think about major leadership decisions that have affected large groups of people.

Process - Now what can you do with this new information you've learned?





Create a Flow Map model to use when making and analyzing leadership decisions that impact others.



Stay in
your
same
teams

Click Next to fill out the Flow Map



- Discuss and respond to [Exercise #1: Leadership Case Study](#).
- Create a Flow Map to sequence the events that led to the decided action.
- Create a Multi-Flow Map to show the events that occurred as a result of the actions.

Click Next to fill out the Flow Map and Multi-Flow Map





Reflection:

- How do you feel about the outcome of the case study?
- What do you think would be different if the event occurred now?

Unit 6

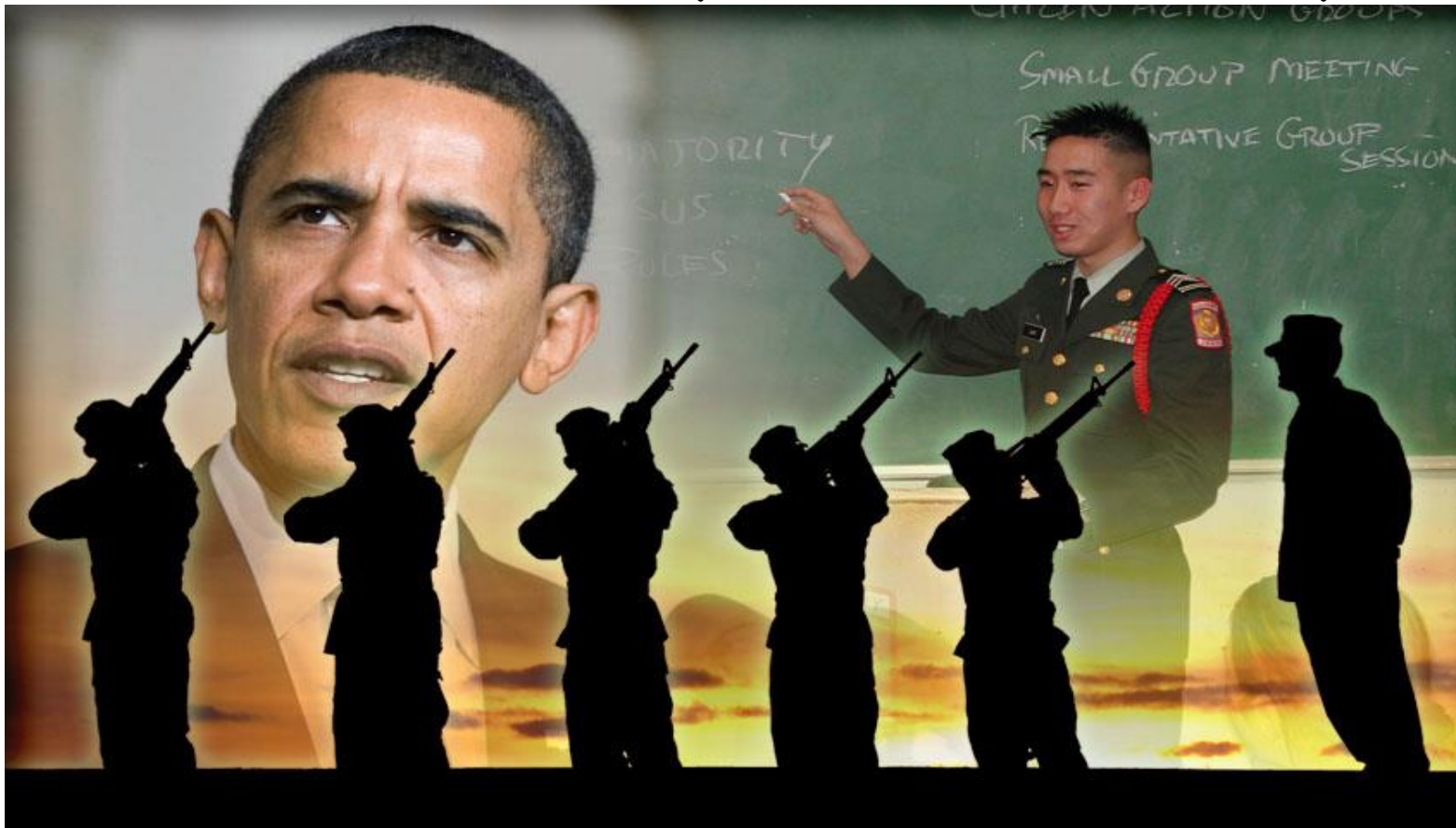
Citizenship in American History and Government

LESSON 1:

LEADERSHIP CHOICES, DECISIONS, AND CONSEQUENCES

Think about historical decisions that have impacted society today.

Apply - What else can you do with what you've learned today?





- Seek out a noteworthy historic decision that had a significant impact on a group of people or society.
- Investigate the events leading up to the decisive action.
- Form opinions about the leadership choices, decisions, and consequences relevant to the event.
- This research will be used for the performance assessment task.



Performance Assessment Task

- Complete the Leadership Choices, Decisions, and Consequences Performance Assessment Task.
- Submit your completed performance assessment task to your instructor for feedback and a grade.





(U6C8L1:V1)

Choose the term that best completes the sentence below.

Good leaders recognize the importance of having a(n) _____ plan to cope with events whose occurrence cannot be predicted.

- A) contingency
- B) After Action Review
- C) responsible
- D) implementation

[Click to see the correct answer](#)



(U6C8L1:V2)

Choose the term that best completes the sentence below.

After completing an event, you should perform a(n) _____, to review the decisions, orders, and actions implemented after the actions were carried out.

- A) After Event Review
- B) contingency plan
- C) responsibility review
- D) After Action Review

[Click to see the correct answer](#)



Reflection:

- How can you apply what was learned in this lesson to your role as a leader?

Exercise 1: Leadership Case Study

Directions: Read the case study below then discuss the events and impacts of a significant leadership decision that was made. Your discussion should:

- Explain the issue or problem
- Describe the choices available to the leader
- Describe the consequences of those decisions
- State your opinion about the effectiveness of the leader's decisions
- Predict what might have happened if the leader had made a different decision

Is Iraq Another Vietnam?

In April 2004, a rising tide of insurgency prompted Senator Ted Kennedy to venture the comparison “Iraq is George Bush’s Vietnam.” Indeed, the wave of rebellion sweeping across Iraq a year after the conclusion of major combat operations drew many parallels to the 1968 Tet Offensive. The Tet Offensive marked a turning point in the war, and the eventual loss in Vietnam. Is Iraq another Vietnam?

The U.S. became embroiled in Vietnam as part of its policy of containing communism during the Cold War. American military personnel began deploying to South Vietnam in 1954 to strengthen the country against communist North Vietnam. In 1960, Ho Chi Minh (a Vietnamese Communist revolutionary leader who was president of North Vietnam) formed the National Liberation Front to undermine and defeat the government of South Vietnam. Citing a reported North Vietnamese attack against U.S. destroyers in the Gulf of Tonkin, in 1964, Congress authorized President Lyndon Johnson to take “all necessary measures” to win in Vietnam. Drafting all eligible males, the U.S. began a military buildup that placed some 525,000 troops in the region by 1968. Despite mounting casualties against an intractable enemy, Gen. William Westmoreland confidently assured Congress in October 1967, that “We have got our opponents almost on the ropes.” Six weeks later, the Viet Cong shocked the world by launching the Tet Offensive involving simultaneous uprisings by communists living undercover in 39 of the 44 provincial capitals of South Vietnam. U.S. forces succeeded in suppressing the rebellion and restoring order at a cost of 34,000 Viet Cong killed, compared to 2,500 Americans. Technically it was a military victory, but Tet precipitated a crisis of confidence in the Johnson administration prompting the president to not seek re-election. President Richard Nixon rode into office promising “peace with honor” and began the drawdown that eventually lost Vietnam.

In 2003, the U.S. went to war in Iraq as part of its global war on terrorism. In 1990, American military personnel deployed to the region to defend Saudi Arabia against Iraqi aggression in Kuwait. In 1991, Iraq was defeated by the combined forces of a U.S. led coalition and made to withdraw from Kuwait. The U.S. maintained a military presence in the region to deter future Iraqi aggression at the hands of the Iraqi leader Saddam Hussein. Disaffected by his government’s actions, Osama bin Laden, a rich Saudi businessman, formed al Qaeda to dislodge American forces in the Middle East.

Operating from protected bases in Afghanistan, al Qaeda bombed two U.S. embassies in Africa, raided the USS Cole, a Navy destroyer in Yemen, and mounted direct attacks against the U.S. on September 11, 2001. President Bush swiftly mounted Operation ENDURING FREEDOM eliminating the Taliban government and eradicating state sponsored terrorism in Afghanistan. A year later he turned his sights towards Iraq. In October 2002, President Bush made his case to America that Iraq presented an imminent threat: “Iraq could decide on any given day to provide a biological or chemical weapon to a terrorist group or individual terrorists. Alliance with terrorists could allow the Iraqi regime to attack America without leaving any fingerprints.” Despite the absence of indisputable evidence Iraq’s Saddam Hussein possessed weapons of mass destruction, President Bush made his case that “we cannot wait for the final proof—the smoking gun—that could come in the form of a mushroom cloud.” On March 20, 2003, U.S. led forces struck out from Kuwait into Iraq. Twenty-six days later Saddam Hussein’s regime collapsed and American soldiers were sitting in his palaces in Baghdad. One-hundred-and-seventy-two Americans were killed during Phase III of Operation IRAQI FREEDOM. Casualties continued to mount as the U.S. switched to Phase IV Stability Operations. To the chagrin of many, no evidence of weapons of mass

destruction ever surfaced. In April 2004, dissident factions in Fallujah staged an uprising killing 40 American soldiers in a week of the bloodiest fighting since President Bush dramatically announced the “end of major combat operations” a year earlier.

Was Iraq another Vietnam? Analysts disagree. They cite obvious evidence to the contrary including:

- **Vietnam started as a guerrilla war and then escalated into a conventional war; Iraq started as a conventional war and deteriorated into a guerrilla war.**
- **The Vietnam War lasted more than a decade and took 58,000 American lives; the U.S. death toll in Iraq after 13 months was less than 700.**
- **President Johnson said Vietnam was fought to stop the spread of communism in Southeast Asia; President Bush called Iraq part of a war against a network of terrorists who have targeted the U.S.**
- **American forces in Vietnam were subject to forced conscription under the draft; American forces in Iraq were all volunteers.**

Other, evidence seems to support the comparison:

- **President Johnson escalated the war in Vietnam on flimsy proof U.S. destroyers were twice attacked in the Gulf of Tonkin; no weapons of mass destruction have been found in Iraq.**
- **President Johnson suffered a “credibility gap” after Tet soundly disproved the optimistic predictions of Gen. William Westmoreland; Vice President Dick Cheney was harshly criticized following the uprisings in Fallujah for predicting U.S. forces would be greeted as “liberators.”**

According to Susan Page of USA Today, the comparison between Iraq and Vietnam “has power because, 30 years after it ended, the war in Vietnam continues to stand as a symbol of foreign policy gone awry.”

References

“Vietnam War,” Info please, www.infoplease.com/ipa/A0001292.html

“Vietnam War,” www.spartacus.schoolnet.co.uk/VietnamWar.htm

“Kennedy: ‘Iraq is George Bush’s Vietnam,’” Brad Wright and Jennifer Yuille, CNN Washington Bureau, CNN.com

“Is Iraq Becoming Another Vietnam?” Susan Page, USA TODAY, www.usatoday.com

“Vietnam’s 1968 Tet Offensive Offers Parallels for Today,” A. J. Langguth, Common Dreams News Center, www.commondreams.org

“President Bush Outlines Iraqi Threat,” Office of the Press Secretary, October 7, 2002, www.whitehouse.gov

“President Bush Addresses the Nation,” Office of the Press Secretary, March 19, 2003, www.whitehouse.gov

“American Soldier, General Tommy Franks,” Malcolm McConnell, Harper-Collins Publishers Inc., New York, NY, 2004.

Exercise 1: Leadership Case Study Answer Key

1. Explanation of issue or problem. Will the war in Iraq go the same way as the Vietnam War?

Contrary Evidence:

Vietnam started as a guerrilla war and then escalated into a conventional war; Iraq, started as a conventional war and now it's deteriorated into a guerrilla war.

The Vietnam War lasted more than a decade and took 58,000 American lives; the U.S. death toll in Iraq after 13 months was less than 700.

President Johnson said Vietnam was fought to stop the spread of communism in Southeast Asia; President Bush called Iraq part of a war against a network of terrorists who have targeted the U.S.

American forces in Vietnam were subject to forced conscription under the draft; American forces in Iraq are all volunteers.

Supporting Evidence:

President Johnson escalated the war in Vietnam on flimsy proof U.S. destroyers were twice attacked in the Gulf of Tonkin; no weapons of mass destruction have been found in Iraq.

President Johnson suffered a "credibility gap" after Tet soundly disproved the optimistic predictions of Gen. William Westmoreland; Vice President Dick Cheney was harshly criticized following the uprisings in Fallujah for predicting U.S. forces would be greeted as "liberators."

2. Choices available to the leader.

- A. Iraq: Delay military action, continue economic and political efforts to isolate and dismantle the threat posed by Saddam Hussein.
- B. Vietnam: Avoid military involvement in Vietnam.

3. Consequences of those decisions.

- A. "Iraq could decide on any given day to provide a biological or chemical weapon to a terrorist group or individual terrorists. Alliance with terrorists could allow the Iraqi regime to attack America without leaving any fingerprints . . . we cannot wait for the final proof—the smoking gun—that could come in the form of a mushroom cloud."
- B. To justify support for South Vietnam, President Dwight Eisenhower and Vice President Richard Nixon put forward the "Domino Theory." It was argued that if the first domino is knocked over then the rest will topple in turn. Applying this to Southeast Asia, President Eisenhower argued that if South Vietnam was taken by communists, then the other countries in the region such as Laos, Cambodia, Thailand, Burma, Malaysia, and Indonesia would follow.

4. Opinion about the effectiveness of the leader's decision.

5. What might have happened if the leader had made a different decision?

Performance Assessment Task

Unit 6: Citizenship in American History and Government

Leadership Choices, Decisions, and Consequences [U6C8L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Investigate how leadership choices and decisions can lead to good and/or bad consequences



Directions

For this performance assessment task you will present a written or oral investigation of a leadership case study that addresses a specific incident or event. For this assessment you will:

1. Create your investigative report as a written paper or oral presentation.
2. Use the attached scoring guide criteria for what you need to do to complete this task.
3. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet Portfolio.

Leadership Choices, Decisions, and Consequences Performance Assessment Task Scoring Guide

<i>Criteria</i>	<i>Ratings</i>
1. Investigation includes a brief summary of the case study and an explanation of the leadership issue or problem	met not met
2. Investigation identifies the choices available to the leader	met not met
3. Investigation describes the decisions the leader made and the consequences of those decisions	met not met
4. Investigation presents your opinion about the effectiveness of the leader's decision	met not met
5. Investigation predicts what might have happened if the leader had made a different decision or recommends a different decision that could have improved the outcome	met not met

Comments:

Name: _____ ***Date:*** _____

Evaluator's Signature: _____ ***Date:*** _____