

**Government and Public Administration Cluster
Army Leadership Education -3
Course Number 28.03300**

Course Description:

This laboratory course is designed to build on the leadership experiences developed during JROTC Army 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards and McRel academic standards.

**ARMY JROTC – LEADERSHIP EDUCATION TRAINING
THE SUPERVISING LEADER**

Unit 3 Leadership Education and Training (LET 3): The Supervising Leader is the third of four courses in the Army Junior Reserve Officers’ Training Corps (JROTC) program. This textbook supports 20 lessons and is designed and written for students, as leaders in their school, community, and JROTC programs. It will be an invaluable resource of content as students work on their learning activities.

The JROTC program is designed to help develop strong leaders and model citizens. As a third-year Cadet, students will continue to build on Unit 1 and 2 knowledge and skills and find themselves being introduced to new content that will help develop supervisory skills and abilities. The knowledge, skills, and abilities students will acquire in this unit are covered in seven chapters.

Course Standard 1

GPA-ALE3-1

The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.

The following elements should be integrated throughout the content of this course.

1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.

Person-to-Person Etiquette	Telephone and Email Etiquette	Cell Phone and Internet Etiquette	Communicating At Work	Listening
Interacting with Your Boss	Telephone Conversations	Using Blogs	Improving Communication Skills	Reasons, Benefits, and Barriers
Interacting with Subordinates	Barriers to Phone conversations	Using Social Media	Effective Oral Communication	Listening Strategies
Interacting with Co-workers	Making and Returning Calls		Effective Written Communication	Ways We Filter What We Hear
Interacting with Suppliers	Making Cold Calls		Effective Nonverbal Skills	Developing a Listening Attitude
	Handling Conference Calls		Effective Word Use	Show You Are Listening
	Handling Unsolicited Calls		Giving and Receiving Feedback	Asking Questions
				Obtaining Feedback
				Getting Others to Listen

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Nonverbal Communication	Written Communication	Speaking	Applications and Effective Résumés
Communicating Nonverbally	Writing Documents	Using Language Carefully	Completing a Job Application
Reading Body Language and Mixed Messages	Constructive Criticism in Writing	One-on-One Conversations	Writing a Cover Letter
Matching Verbal and Nonverbal communication		Small Group Communication	Things to Include in a Résumé
Improving Nonverbal Indicators		Large Group Communication	Selling Yourself in a Résumé
Nonverbal Feedback		Making Speeches	Terms to Use in a Résumé
Showing Confidence Nonverbally		Involving the Audience	Describing Your Job Strengths
Showing Assertiveness		Answering Questions	Organizing Your Résumé
		Visual and Media Aids	Writing an Electronic Résumé
		Errors in Presentation	Dressing Up Your Résumé

1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

Teamwork and Problem Solving	Meeting Etiquette
Thinking Creatively	Preparation and Participation in Meetings
Taking Risks	Conducting Two-Person or Large Group Meetings
Building Team Communication	Inviting and Introducing Speakers
	Facilitating Discussions and Closing
	Preparing Visual Aids
	Virtual Meetings

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

Problem Solving	Customer Service	The Application Process	Interviewing Skills	Finding the Right Job
Transferable Job Skills	Gaining Trust and Interacting with Customers	Providing Information, Accuracy and Double Checking	Preparing for an Interview	Locating Jobs and Networking
Becoming a Problem Solver	Learning and Giving Customers What They Want	Online Application Process	Questions to Ask in an Interview	Job Shopping Online
Identifying a Problem	Keeping Customers Coming Back	Following Up After Submitting an Application	Things to Include in a Career Portfolio	Job Search Websites
Becoming a Critical Thinker	Seeing the Customer's Point	Effective Résumés:	Traits Employers are Seeking	Participation in Job Fairs
Managing	Selling Yourself and the Company	Matching Your Talents to a Job	Considerations Before Taking a Job	Searching the Classified Ads
	Handling Customer Complaints	When a Résumé Should be Used		Using Employment Agencies
	Strategies for Customer Service			Landing an Internship
				Staying Motivated to Search

1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

Workplace Ethics	Personal Characteristics	Employer Expectations	Business Etiquette	Communicating at Work
Demonstrating Good Work Ethic	Demonstrating a Good Attitude	Behaviors Employers Expect	Language and Behavior	Handling Anger

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Behaving Appropriately	Gaining and Showing Respect	Objectionable Behaviors	Keeping Information Confidential	Dealing with Difficult Coworkers
Maintaining Honesty	Demonstrating Responsibility	Establishing Credibility	Avoiding Gossip	Dealing with a Difficult Boss
Playing Fair	Showing Dependability	Demonstrating Your Skills	Appropriate Work Email	Dealing with Difficult Customers
Using Ethical Language	Being Courteous	Building Work Relationships	Cell Phone Etiquette	Dealing with Conflict
Showing Responsibility	Gaining Coworkers' Trust		Appropriate Work Texting	
Reducing Harassment	Persevering		Understanding Copyright	
Respecting Diversity	Handling Criticism		Social Networking	
Making Truthfulness a Habit	Showing Professionalism			
Leaving a Job Ethically				

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

Expected Work Traits	Teamwork	Time Management
Demonstrating Responsibility	Teamwork Skills	Managing Time
Dealing with Information Overload	Reasons Companies Use Teams	Putting First Things First
Transferable Job Skills	Decisions Teams Make	Juggling Many Priorities
Managing Change	Team Responsibilities	Overcoming Procrastination
Adopting a New Technology	Problems That Affect Teams	Organizing Workspace and Tasks
	Expressing Yourself on a Team	Staying Organized
	Giving and Receiving Constructive Criticism	Finding More Time
		Managing Projects
		Prioritizing Personal and Work Life

1.6 Present a professional image through appearance, behavior and language.

On-the-Job Etiquette	Person-to-Person Etiquette	Communication Etiquette	Presenting Yourself
Using Professional Manners	Meeting Business Acquaintances	Creating a Good Impression	Looking Professional
Introducing People	Meeting People for the First Time	Keeping Phone Calls Professional	Dressing for Success
Appropriate Dress	Showing Politeness	Proper Use of Work Email	Showing a Professional Attitude
Business Meal Functions		Proper Use of Cell Phone	Using Good Posture
Behavior at Work Parties		Proper Use in Texting	Presenting Yourself to Associates
Behavior at Conventions			Accepting Criticism
International Etiquette			Demonstrating Leadership
Cross-Cultural Etiquette			
Working in a Cubicle			

Support of CTAE Foundation Course Standards and Georgia Standards of Excellence L9-10RST 1-10 and L9-10WHST 1-10

Georgia Standards of Excellence ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses.

Chapter 1: Leadership

Leadership learning experience provides students with opportunities to supervise others, make leadership decisions and assess their management style. In this chapter, students will learn to take on more responsibilities in their battalion by working on project plans and continuous improvement.

Course Standard 2

GPA-ALE3-2

Students will describe and analyze command and staff leadership roles.

- 2.1 Examine common JROTC battalion command and staff structure.
- 2.2 Describe typical functions of a battalion commander and staff.
- 2.3 Define and properly use the following keywords: command channels, coordinating staff, logistics, personal staff, staff channels.

Course Standard 3

GPA-ALE3-3

Students will analyze elements required when leading a meeting.

- 3.1 Describe how to plan for a meeting.
- 3.2 Explain the general rules for leading and participating in effective meetings.
- 3.3 Define and properly use the following keywords: agenda, minutes.

Course Standard 4

GPA-ALE3-4

Students will demonstrate decision making needed in planning projects.

- 4.1 Describe the seven-step decision-making process for projects/missions.
- 4.2 Identify command and staff roles in the planning/decision-making process.
- 4.3 Identify and properly use the following keywords: Memorandum of Instruction, standard operating procedures.

Course Standard 5

GPA-ALE3-5

Students will explore and outline a continuous improvement plan.

- 5.1 Identify battalion problem areas in need of improvement.
- 5.2 Establish goals that facilitate continuous improvement.
- 5.3 Outline milestones for progress toward battalion goals.
- 5.4 Document progress toward the goal.
- 5.5 Revise personal improvement plans based on the results of an evaluation.
- 5.6 Define and properly use the following keywords: accreditation, collaboration, continuous improvement, incremental, mitigate.

Course Standard 6

GPA-ALE3-6

Students will explore management skills.

- 6.1 Explain how the five management skills contribute to preparation and execution of projects.
- 6.2 Compare management skills to leadership skills.
- 6.3 Explain how time management strategies can improve effectiveness.

Course Standard 7

GPA-ALE3-7

Students will identify and explain key elements of supervision.

- 7.1 Identify the roles of a supervisor.
- 7.2 Explain how supervisors can improve team and individual performance.
- 7.3 Describe examples of effective supervisory skills.
- 7.4 Define and properly use the following keywords: group cohesion, remediating.

Chapter 2: Personal Growth Behaviors

Personal Growth and Behaviors will help prepare students for necessary decisions about their future education. In this chapter, students will explore the education requirements of desired career goals and research how to financially obtain them. Students will learn time management strategies and essential skills in all leaders.

Course Standard 8

GPA-ALE3-8

Students will create and apply a post-secondary action plan.

- 8.1 Explore various post-secondary options that support career goals.
- 8.2 Determine the admission process for post-secondary institutions.
- 8.3 Explore ways to finance post-secondary education.
- 8.4 Relate how the military can help students meet career goals.
- 8.5 Assess the personal and community benefits of AmeriCorps.

Course Standard 9

GPA-ALE3-9

Students will identify attributes of personal planning and management.

- 9.1 Analyze the importance of time management.
- 9.2 Identify strategies for overcoming procrastination.
- 9.3 Explore time management strategies.
- 9.4 Explore methods for managing current and future schedules.
- 9.5 Define and properly use the following keywords: habitual, internship, multitasking, prioritize, time management.

Course Standard 10

GPA-ALE3-10

Students will identify the importance of career portfolios and interviews.

- 10.1 Explain the importance of developing and maintaining a career portfolio.
- 10.2 Determine what types of documents and artifacts represent personal achievements and goals.
- 10.3 Develop resume to showcase skills and abilities.
- 10.4 Analyze aspects of interviewing.

Chapter 3: Team Building

Team Building continues to build on drill and ceremony protocol. In this chapter, students will analyze the duties of a platoon leader or sergeant and focus on the skills and abilities for executing platoon drills.

Course Standard 11

GPA-ALE3-11

Students will explain and demonstrate the responsibilities of a platoon leader.

- 11.1 Describe the duties and responsibilities of the different leadership positions within a platoon.
- 11.2 Identify the responsibilities of a platoon sergeant and platoon leader.
- 11.3 Define and properly use the following keywords: correction, supervise.

Course Standard 12

GPA-ALE3-12

Students will develop and execute platoon drills.

- 12.1 Describe the correct response to the command for forming and marching the platoon.
- 12.2 Compare platoon drills and squad drills.
- 12.3 March drill command to platoon formations.
- 12.4 Define and properly use the following keywords: cover, formations, interval.

Chapter 4: Decision Making

Decision Making will help expose students to the common stereotypes, relationship conflicts, and prejudice of our society. In this chapter, students will explore strategies for neutralizing prejudice in relationships and how to develop negotiating strategies to help others resolve conflicts.

Course Standard 13

GPA-ALE3-13

Students will identify and analyze aspects of prejudice.

- 13.1 Identify common stereotypes in our culture.
- 13.2 Explain how stereotypes relate to prejudice.
- 13.3 Describe way prejudice affects behavior.
- 13.4 Analyze the causes of prejudice and discrimination.

Course Standard 14

GPA-ALE3-14

Students will identify situations and explain ways of negotiating.

- 14.1 Explain the relationship between conflict and negotiation.
- 14.2 Identify common reason negotiations fail.
- 14.3 Identify common reasons negotiations fail.
- 14.4 Describe the components of negotiations.

Chapter 5: Health and Fitness

Health and Fitness will focus on the troubling effects of drugs, tobacco, and alcohol on today's society. In this chapter, students will identify substance abuse behaviors and its impact on health and learn strategies for responding appropriately to abusers.

Course Standard 15

GPA-ALE3-15

Students will identify the effects of substance abuse.

- 15.1 Recognize the difference between drug use, misuse, and abuse.
- 15.2 Explain how substance abuse develops.
- 15.3 Describe the effects of substance abuse.
- 15.4 Define and properly use the following keywords: addict.

Course Standard 16

GPA-ALE3-16

Students will examine the hazards and dangers of drugs.

- 16.1 Examine how psychoactive drugs affect student's brains.
- 16.2 Describe the health dangers of commonly abused drugs.
- 16.3 Explain why drugs addiction is associated with criminal activity.
- 16.4 Describe the hazards of performance-enhancing drugs.
- 16.5 Identify benefits of living drug-free.
- 16.6 Define and properly use the following keywords: anabolic steroids, compulsive, detoxification, hallucinogens, hypothermia, inhalants, intravenous, narcotics, narcolepsy, paranoia.

Course Standard 17

GPA-ALE3-17

Students will examine the hazards and dangers of alcohol and tobacco.

- 17.1 Explain how media influences the use of alcohol and tobacco.
- 17.2 Describe the health hazards of alcohol abuse.
- 17.3 Describe the health hazards of tobacco use.
- 17.4 Identify reasons to refuse alcohol and tobacco.

Course Standard 18

GPA-ALE3-18

Students will explain how decisions may impact substance abuse.

- 18.1 Explain how substance abuse is related to what people consider normal behavior.
- 18.2 Describe strategies for handling pressure to use alcohol, drugs, or tobacco.
- 18.3 Explain how to help someone who is a substance abuser.
- 18.4 Define and properly use the following keywords: intervention, normal.

Chapter 6: Service Learning

Service Learning is a required lesson of the JROTC program. In this chapter, students will move from participating and evaluating service-learning projects to playing a key role in service-learning planning and implementation.

Course Standard 19

GPA-ALE3-19

Students will develop strategies for planning service learning.

- 19.1 Assess the role of teamwork in completing service-learning project.
- 19.2 Develop a service-learning project schedule.
- 19.3 Associate the roles and responsibilities of service-learning teams, recorder, timekeeper, facilitator, reporter, and debrief.

Chapter 7: Citizen and Government

Citizenship and Government will look more deeply at the definition of a citizen and their responsibility and role as a contributing member of a strong community.

Course Standard 20

GPA-ALE3-20

Students will create and evaluate civic duties and responsibilities.

- 20.1 Describe the legal duties of U.S. citizens.
- 20.2 Describe the voluntary responsibilities of citizens.
- 20.3 Explain the value of community involvement in building a strong nation.
- 20.4 Define and properly use the following keywords: civic, civil disobedience, community, felony, mandatory, selective service, tolerance.