

**Government and Public Administration Cluster
Aerospace Leadership: Communication 200
Course Number 28.01200**

Course Description:

Leadership 200 focuses on the Air Force Junior Reserve Officer Training Corp (AFJROTC) mission to “develop citizens of character dedicated to serving their nation and community.” This is accomplished through better communication, increased awareness of self and others, and improved leadership. Woven throughout the course is the underlying theme of developing personal integrity while emphasizing leadership and other values, such as service and excellence.

Course Standard 1

GPA-AFLC2-1

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

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

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		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
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	

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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.

Course Standard 2

GPA-AFLC2-2

Students will identify the parts of the communication process and explain how the process works. Explain and summarize encoding and decoding, verbal and nonverbal communication cues, the importance of feedback, and barriers to effective communication.

- 2.1 Diagram the communication process.
- 2.2 Describe encoding and decoding.
- 2.3 Select and list communication cues.
- 2.4 Name and give examples of three barriers to effective communication.
- 2.5 Explain the importance of feedback.

Course Standard 3

GPA-AFLC2-3

Students will recognize and explain the difference between listening and hearing, the types of listening, and the importance of listening.

- 3.1 Distinguish the difference between listening and hearing.
- 3.2 Select the three types of listening and give examples of each.
- 3.3 Describe one of the three types of listening.
- 3.4 Demonstrate examples of problems resulting from poor listening.

Course Standard 4

GPA-AFLC2-4

Students will identify the component parts of the thinking process, recognize the standards of critical thinking, and explain the importance of learning to think and how to ask good questions.

- 4.1 Diagram the thinking process.
- 4.2 Distinguish between thinking and reflection.
- 4.3 Describe the impact of thinking on decision making and on problem solving.
- 4.4 Name and evaluate three standards for critical thinking.

Course Standard 5

GPA-AFLC2-5

Students will identify the six steps in the basic checklist for communication and organizational patterns.

- 5.1 Diagram the six steps in the basic checklist.
- 5.2 Explain purpose and audience.
- 5.3 Compare and contrast various ways of conducting research.
- 5.4 Show how to support ideas.
- 5.5 Justify the benefits of getting organized.
- 5.6 Select the six organizational patterns.
- 5.7 Describe the benefits of writing a draft.
- 5.8 Describe the benefits of feedback.

Course Standard 6

GPA-AFLC2-6

Students will recognize the elements of effective writing, and active voice in writing. They will summarize the three-part structure of a draft paper, the rules for the use of personal pronouns, the rules of subject-verb agreement, and the basics of e-mail protocol. The students will apply the elements of effective writing.

- 6.1 Describe tone, clarity, and continuity.
- 6.2 Distinguish between the three parts of a paper.
- 6.3 Describe ways to structure paragraphs and write transitions.
- 6.4 Label a topic sentence, sentences written in active and passive voice, and sentences with appropriate subject-verb agreement.
- 6.5 Describe style and substance guidelines.
- 6.6 Label the six rules of e-mail protocol.
- 6.7 Construct a letter or article using the effective writing style.

Course Standard 7

GPA-AFLC2-7

Students will summarize the steps for preparing to speak, for organizing a presentation, and the techniques for presenting a talk. They will apply the elements of effective speaking.

- 7.1 Distinguish between the six steps for effective communication.
- 7.2 Explain the importance of knowing the situation and audience.
- 7.3 Diagram the three types of speaking and the three purposes of a speech.

- 7.4 Distinguish between the four common methods of presentation.
- 7.5 Outline a presentation and include an introduction, body, conclusion, transitions, and illustrations.
- 7.6 Explain presentation skills and the importance of practicing your speech.
- 7.7 Present a speech using the effective speaking format.

Course Standard 8

GPA-AFLC2-8

Students will apply the rules associated with Maslow's hierarchy of needs and recognize the elements of attitude and how goals influence actions.

- 8.1 Diagram the five levels of human needs.
- 8.2 Describe how different needs motivate behavior.
- 8.3 Describe a belief (perspective, outlook on life) many people have about the world.
- 8.4 Explain the value of a positive attitude.
- 8.5 Describe a desire that is common among students.
- 8.6 Explain an event in which goals led to actions.

Course Standard 9

GPA-AFLC2-9

Students will predict the ways that attitudes affect actions, remember, and name the common defense mechanisms, the key elements of a positive attitude, and the priority of task completion and people.

- 9.1 Define attitude.
- 9.2 Select defense mechanisms from a list.
- 9.3 Explain actions that demonstrate positive and negative attitudes.
- 9.4 Select task completion and people as priorities from a list of options.

Course Standard 10

GPA-AFLC2-10

Students will recognize the qualities of perseverance, courage, and patience in a leader.

- 10.1 Explain the definition of a leader.
- 10.2 Define perseverance, courage, and patience.
- 10.3 Describe actions associated with perseverance, courage, and patience.
- 10.4 In a story that illustrates leadership, identify examples of perseverance, courage, and patience.

Course Standard 11

GPA-AFLC2-11

Students will recognize integrity in good citizens, explain what it means to be a positive role model and the impact of character on behavior.

- 11.1 Define integrity.
- 11.2 Label personal standards of conduct that reflect excellence.
- 11.3 Describe the actions of personal role models and actions that demonstrate loyalty.
- 11.4 Select examples of integrity in action in citizens.
- 11.5 Describe how actions speak louder than words.
- 11.6 Explain the way in which character influences action and the relationship between commitment and responsibility.

Course Standard 12

GPA-AFLC2-12

Students will explain the eight basic elements of personality types described in the Myers-Briggs Type Indicator® (MBTI)® and the ways in which personality influences actions and the strengths and weaknesses of different personality types and styles.

- 12.1 Define personality.
- 12.2 Devise four questions to ask about personality preferences.
- 12.3 Distinguish between characteristics of extraversion, introversion, sensing, intuition, thinking, feeling, judging, and perceiving.

- 12.4 Describe the ways in which extraverts and introverts are energized to act.
- 12.5 Select your personality type.
- 12.6 Describe the strengths and weaknesses of your personality type.

Course Standard 13

GPA-AFLC2-13

Students will explain the consequences of taking or avoiding responsibility and the consequences of actions and decisions. The student will explain common ways in which people use defense mechanisms to avoid responsibility.

- 13.1 Define consequences.
- 13.2 Select the advantages of personal accountability.
- 13.3 Describe the effects of defense mechanisms.
- 13.4 Label examples of denial.
- 13.5 Give examples of shifting blame.
- 13.6 Describe patterns of rationalism and the effects of acting without thinking.
- 13.7 Predict the possible consequences of making bad decisions.
- 13.8 Explain some of the possible results of failing to think and act carefully when solving a problem.

Course Standard 14

GPA-AFLC2-14

Students will work as a team while explaining the characteristics of effective teams. They will explain the four stages of team development and how to plan for and run an effective meeting.

- 14.1 Describe the purpose of team goals.
- 14.2 Explain the importance of team roles.
- 14.3 Select three common concerns of team members.
- 14.4 Describe the advantages of defined goals.
- 14.5 Describe the assignment of clear roles.
- 14.6 Select examples of team rules.
- 14.7 Explain the need for clear and constructive communication.
- 14.8 Describe the benefits of balanced participation.
- 14.9 Diagram the four stages of team growth.
- 14.10 Describe the feelings and behaviors associated with the four stages of team growth.
- 14.11 Explain some important points to consider in planning and running meetings.

Course Standard 15

GPA-AFLC2-15

Students will explain the dimensions of respect, the values of tolerance and understanding, and how to improve group effectiveness.

- 15.1 Define mutual respect, personal dignity, prejudice, discrimination, and stereotyping.
- 15.2 Describe ways to demonstrate mutual respect, and ways to work toward common goals.
- 15.3 Distinguish between how people show tolerance and understanding toward one another.
- 15.4 Explain reasons for prejudice, discrimination, and gender stereotypes.
- 15.5 Explain the benefits of accepting differences.
- 15.6 Name ways to evaluate and measure group effectiveness.

Course Standard 16

GPA-AFLC2-16

Students will identify the elements of a common vision, write a team charter, and explain how to enlist others to work toward a common vision.

- 16.1 Define vision and excellence.
- 16.2 Explain how to write a team vision statement.
- 16.3 Describe how to write team goals and actions that encourage team members to work together.
- 16.4 Name different types of team assignments.
- 16.5 Diagram a timeline for achieving results.

Course Standard 17

GPA-AFLC2-17

Students will explain about solving problems and conflicts and the patterns of reacting to conflict. Students will summarize the types of problems in groups and the levels of conflict in groups.

- 17.1 Define problem and conflict.
- 17.2 Name several types of problems with relations.
- 17.3 Describe problems with direction.
- 17.4 Explain operational problems.
- 17.5 Diagram levels of conflict in groups.
- 17.6 Describe the patterns of reacting to conflict.

Course Standard 18

GPA-AFLC2-18

Students will explain common group problems, common indicators of group problems, and the six steps of problem solving.

- 18.1 Name the types of groups that have problems.
- 18.2 Define poor performance.
- 18.3 Explain the common signs of troubled relationships.
- 18.4 Explain the effects of low morale.
- 18.5 Distinguish between the six steps of problem solving.
- 18.6 Diagram ways to list and test possible solutions.

Course Standard 19

GPA-AFLC2-19

Students will recognize, remember, and explain the nature of consensus and methods of building consensus.

- 19.1 Define consensus and a unilateral decision.
- 19.2 Describe the benefits of consensus and active listening.
- 19.3 Explain the importance of negotiation and compromise.
- 19.4 Name the characteristics of good questions.

Course Standard 20

GPA-AFLC2-20

Students will recognize and explain the basic elements of leadership, the Air Force Core Values, and reasons for recognizing the Core Values.

- 20.1 Define leadership and name the two basic elements of leadership.
- 20.2 Explain the three Air Force Core values.
- 20.3 Define integrity and name three moral traits associated with integrity.
- 20.4 Describe four behaviors that reflect the Core Values of service before self.
- 20.5 Define excellence.
- 20.6 Name five areas of excellence in performance.
- 20.7 Describe four reasons for recognizing the Core Values.

Course Standard 21

GPA-AFLC2-21

Students will recognize and explain the traits of effective leaders, the importance of competence and commitment in a leader.

- 21.1 Name six leadership traits.
- 21.2 Describe the six leadership traits.
- 21.3 Define competence and commitment.
- 21.4 Name two key components of competence in an effective leader.
- 21.5 Distinguish between indicators of strong commitment.

Course Standard 22

GPA-AFLC2-22

Students will summarize the key principles of leadership, the importance of setting the example, of caring for your people, and of accepting responsibility.

- 22.1 Define leadership principles, setting the example, and caring for your people.
- 22.2 Explain a situation in which a leader set the example for his or her followers and demonstrates caring for his or her people.
- 22.3 Explain the primary responsibility of a leader.
- 22.4 Predict the effects on a team when a leader fails to accept responsibility.

Course Standard 23

GPA-AFLC2-23

Students will explain two orientations to leadership behavior and summarize the four leadership styles and the primary factors of the leadership situation.

- 23.1 Distinguish between orientation toward people and tasks.
- 23.2 Label the components of the leadership grid.
- 23.3 Explain the following leadership styles:
 - a. Telling
 - b. Selling
 - c. Participating
 - d. Delegating
- 23.4 Explain environmental factors.

Course Standard 24

GPA-AFLC2-24

Students will recognize the readiness factors of followers and effective ways to relate to leaders.

- 24.1 Define followership.
- 24.2 Describe:
 - a. The willingness of followers.
 - b. The ability of followers.
 - c. The confidence of followers.
- 24.3 Name three actions to take in supporting leaders.

Course Standard 25

GPA-AFLC2-25

Students will explain ways to prepare for leadership, the key elements of effective coaching and mentoring, and apply ways to practice leadership.

- 25.1 Explain four actions to take in preparing to lead.
- 25.2 Explain questions to ask in observing a leader.
- 25.3 Explain coaching.
- 25.4 Explain ways to build trust and opportunities to lead.
- 25.5 Organize and execute a team project.
- 25.6 Demonstrate ways to evaluate your experience.