

**Government and Public Administration Cluster**  
**Aerospace Leadership: Management 400**  
**Course Number 28.01600**

**Air Force Junior ROTC Curriculum**

The Georgia Performance Standards for the Air Force Junior ROTC curriculum are designed to provide students with the knowledge and skills necessary to –develop citizens of character dedicated to serving their community and nation. McREL Standards and Benchmarks were used for all AFJROTC courses except Astronomy, Survival, and Global and Cultural Studies. Supported by contracts with the U.S. Education Department, Office of Educational Research and Improvement, McREL is one of ten Regional Educational Laboratories at the forefront of research, practice, and evaluation related to standards-based education and it has been awarded

standards-based classroom instruction as its national leadership area within the regional educational laboratory network. Global and Cultural Studies used the National Council on Social Studies (NCSS) correlation, a nationally recognized source for social studies standards. Astronomy and Survival were correlated to the Georgia Performance Standards. All AFJROTC courses were compared to the Georgia Performance Standards for Social Studies, Math, Language Arts, and Science, and specific correlations were listed following each AFJROTC standard where applicable. Technology is infused into all AFJROTC curriculum.

All McREL Standards and Benchmarks are available for AFJROTC instructors and authorized users at [https://owa.afjrotc.net/cybercampus\\_prod/default.aspx](https://owa.afjrotc.net/cybercampus_prod/default.aspx) in the Library under Curriculum, McREL Standards and Benchmarks. Additional national education standards are referenced in this copyrighted Cybercampus information. Georgia AFJROTC instructors should reference both the Georgia and McREL standards to meet both AFJROTC and Georgia student education requirements. Georgia Performance Standards for the National Endowment for Financial Education (NEFE) High School Financial Planning Program are available online at [hsfpp.nefe.org](http://hsfpp.nefe.org). Instructors should go to this website and register to receive access to these copyrighted performance standards when teaching the class.

**Leadership Education 400: Principles of Management** and process skills on the AFJROTC Cybercampus have been correlated with The Project 2061's *Benchmarks for Science Literacy*, National Council for Social Studies: Curriculum Standards for Social Studies, Center for Civic Education: National Standards for Civics and Government, National Standards for Business Education, National Assessment of Educational Progress: National Civics Consensus Project, Quigley's *Civitas*, A Framework for Civics Education, CNAEA: National Standards for Arts Education, GESP: National Geography Standards, National Health Education Standards, NCHS: National Standards for History, NRC: National Science Education Standards, SCANS: Report for America 2000, and Health Framework for California Public Schools.

**Course Description:**

*Leadership IV, Life Skills and Career Opportunities* discusses principles of management. It includes definitions and histories of the discipline, conflict management, negotiation, and mentoring. It covers management techniques including principles and functions of management; management decisions involving conflict management, personal coping mechanisms, skills, roles, performance of management, and delegation; management functions of problem solving, decision making, negotiation, and mentoring, and managing one's self and others by managing self- development, time, and information.

## Course Standard 1

**GPA-AFLM4-1**

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
		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

## Georgia Department of Education

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	
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-AFLM4-2**

**Students will understand who managers are, where they work, what they do. They will know what management represents.**

- 2.1 Describe three characteristics of an organization.
- 2.2 List three examples of organizations.
- 2.3 Explain the difference between an operative and a manager.
- 2.4 Identify three levels of managers.
- 2.5 Define efficiency and effectiveness.
- 2.6 Diagram the four basic management processes.
- 2.7 Describe three kinds of management behavior.

**Course Standard 3**

**GPA-AFLM4-3**

**Students will identify the skills and competencies successful managers possess, the importance the marketplace puts on managers, and how management relates to other disciplines of study.**

- 3.1 List the four general skills of managers and the six specific skills of managers.
- 3.2 Define competencies.
- 3.3 Explain the importance the marketplace puts on managers.
- 3.4 Identify the reasons management is worth studying and how management relates to other disciplines of study.

**Course Standard 4**

**GPA-AFLM4-4**

**Students will compare the history of management from the classical contributions up to and including modern management.**

- 4.1 Identify the contributions Adam Smith, Frederick Taylor, Henri Fayol, and Max Weber each made to the field of management.
- 4.2 Explain the influence of the industrial revolution on management practice.
- 4.3 Describe other major contributions to scientific management and why scientific management received so much attention.

## Course Standard 5

### GPA-AFLM4-5

**Students will analyze various approaches to management including the human resources approach and the quantitative approach. They will identify how social events shape management approaches as well as other influences on current management approaches.**

- 5.1 Describe the contributions of Robert Owen and Hugo Munsterberg.
- 5.2 Discuss what Mary Parker Follett believed about managers and groups.
- 5.3 Compare and contrast the views of Chester Barnard and Max Weber.
- 5.4 Describe the Hawthorne Studies.
- 5.5 Identify the basic belief of the human relations movement.
- 5.6 Describe the approach of the behavioral science theorists.
- 5.7 List the applications of human resource approaches.
- 5.8 Give examples of the quantitative approach to management.
- 5.9 Identify a major factor that stimulated the classical and the human resources approach.
- 5.10 State the historical event that stimulated the quantitative approach.
- 5.11 Analyze the concept of a process approach, a systems approach, and a contingency approach to management.
- 5.12 Describe how classical writings are applied today.

## Course Standard 6

### GPA-AFLM4-6

**Students will understand how management affects the economy including the global marketplace and technology.**

- 6.1 Create a timeline that identifies the three waves of civilization described by Alvin Toffler.
- 6.2 Name three examples of knowledge workers.
- 6.3 Describe a dot-com business.
- 6.4 Compare and contrast the difference between a multinational corporation and a transnational corporation.
- 6.5 Outline three stages of how globalization affects organizations.
- 6.6 Define technology and list three examples of technologies that benefit organizations.
- 6.7 Describe e-commerce.
- 6.8 Identify the two big challenges facing a manager of telecommuters.

## Course Standard 7

### GPA-AFLM4-7

**Students will identify what society expects from organizations and managers. They will also know how entrepreneurship, the workforce, and labor impact society.**

- 7.1 Compare and contrast the two basic positions on corporate social responsibility.
- 7.2 Select the definition of social obligation from a list of definitions.
- 7.3 Describe social responsiveness.
- 7.4 Explain the function of a code of ethics.
- 7.5 Identify the difference between an entrepreneur and a small business owner.
- 7.6 Outline the four stages of the entrepreneurial process.
- 7.7 Explain workforce diversity.
- 7.8 Describe work/life balance.
- 7.9 Compare and contrast outsourcing, rightsizing, and downsizing.
- 7.10 Explain the issues that contingent workers create for managers.
- 7.11 Identify the two demographic factors that contribute to the labor shortage.

## Course Standard 8

### GPA-AFLM4-8

**Students will identify planning actions and types of plans including management by objectives.**

- 8.1 Describe formal and informal planning.
- 8.2 List four reasons managers should make formal plans.

- 8.3 State two of the major criticisms of formal planning.
- 8.4 List four ways to describe different types of plans.
- 8.5 Compare and contrast strategic and tactical plans, specific and directional plans, and single-use and standing plans.
- 8.6 Define management by objectives (MBO) and list four common ingredients in MBO programs.
- 8.7 Describe the three basic findings of Locke's research on goal setting.
- 8.8 Identify the six guidelines for setting employee objectives.

## Course Standard 9

### GPA-AFLM4-9

**Students will establish goals and develop plans about contemporary issues and their personal lives.**

- 9.1 Define traditional goal setting and identify the problems with the traditional goal setting approach.
- 9.2 Outline a means-end chain of traditional goal setting.
- 9.3 Describe the management by objective (MBO) approach to goal setting.
- 9.4 Identify the five characteristics of well-thought-out goals.
- 9.5 List the six steps in goal setting.
- 9.6 Identify the three contingency factors in planning.
- 9.7 Describe the difference between traditional and a modern planning.
- 9.8 Identify the two planning issues that are on the minds of contemporary experts.
- 9.9 Describe three characteristics of effective plans in dynamic environments.

## Course Standard 10

### GPA-AFLM4-10

**Students will use the decision-making process to address situations in their lives.**

- 10.1 List the eight steps of a decision-making process.
- 10.2 Define decision criteria.
- 10.3 Explain how risk and uncertainty affect the decision-making process.
- 10.4 Describe the advantages of creativity in decision-making.
- 10.5 Explain the three components of creativity.
- 10.6 Define *satisfice*.
- 10.7 Describe three features of practicing bounded rationality.
- 10.8 List three common errors in the decision-making process.

## Course Standard 11

### GPA-AFLM4-11

**Students will identify various decision-making styles used by groups and individuals and explain how culture effects the decision-making process.**

- 11.1 Explain the difference between well-structured and ill-structured problems.
- 11.2 Name two characteristics of programmed and non-programmed decisions.
- 11.3 List three types of programmed decisions.
- 11.4 Compare and contrast the types of decisions made by managers at lower and higher organizational levels.
- 11.5 Describe the benefits of expert systems and neural networks for decision-making.
- 11.6 Name the two dimensions that most influence decision-making styles.
- 11.7 List four basic decision-making styles and name the advantages and disadvantages of each.
- 11.8 State the size of the most effective groups.
- 11.9 Practice brainstorming and nominal group techniques.
- 11.10 Explain how decision-making is impacted by culture.

## Course Standard 12

### GPA-AFLM4-12

**Students will identify the forces of change that affect management and employee actions.**

- 12.1 List the three categories that managers can change.
- 12.2 Name five external forces that create a need to change in organizations.
- 12.3 Describe the role of a change agent.
- 12.4 Explain the calm-water and white-water rapids metaphors for change.
- 12.5 Identify driving forces and restraining forces for change.
- 12.6 Describe the three phases for working on calm-water changes.
- 12.7 List three reasons why people resist change.
- 12.8 Name three techniques that can be used to encourage change.

## Course Standard 13

### GPA-AFLM4-13

**Students will examine the difficulties and advantages of organizational changes.**

- 13.1 Describe the changing of structure, technology, and people in organizations.
- 13.2 Identify four techniques used in organization development programs.
- 13.3 Explain how opportunities, demands, and constraints create stress in organizations.
- 13.4 List five common causes of stress in organizations.
- 13.5 Compare and contrast role conflict, role overload, and role ambiguity.
- 13.6 Name and give examples of the three ways stress reveals itself in people.
- 13.7 Describe one special program used to reduce employee stress in organizations.
- 13.8 List the three outcomes of innovation in organizations.
- 13.9 Name the four steps in the creativity process.
- 13.10 Explain the seven characteristics of an innovative culture.

## Course Standard 14

### GPA-AFLM4-14

**Students will handle personal stress and incorporate time management skills into their lives for themselves and groups in which they are active.**

- 14.1 Explain the difference between *eustress* and *distress*.
- 14.2 Describe Type A, B, and H personalities.
- 14.3 List three workaholic characteristics.
- 14.4 Describe several ways to make stress work for you rather than against you.
- 14.5 Name three burnout symptoms.
- 14.6 Explain the first two steps of managing your time.
- 14.7 Describe the technological paradox.
- 14.8 Explain what can be done before a meeting to make it more effective.

## Course Standard 15

### GPA-AFLM4-15

**Students will identify personality traits and predict behavior and personality.**

- 15.1 List the four kinds of behavior that are the focus of organizational behavior.
- 15.2 Name the three components of attitude.
- 15.3 Explain the three concerns about employee job attitudes.
- 15.4 Describe cognitive dissonance.
- 15.5 List the four dimensions of the Myers-Briggs type indicator.
- 15.6 Name the five factors in the Big Five model of personality.
- 15.7 Describe emotional intelligence and list the six dimensions of emotional intelligence.
- 15.8 Name the six job-fit types identified by John Holland.
- 15.9 Describe the proactive personality.

## Course Standard 16

### GPA-AFLM4-16

**Students will comprehend the impact of perception, how individuals learn, and group behavior on management decisions.**

- 16.1 Describe the impact of perception (attributions) on managers.
- 16.2 Identify internal and external explanations of behavior.
- 16.3 List three ways managers determine the causes of behavior.
- 16.4 Explain fundamental attribution error and self-serving bias.
- 16.5 Give examples of stereotyping and operant conditioning.
- 16.6 Describe social learning theory.
- 16.7 Identify four ways to shape behavior.
- 16.8 List the four basic concepts of groups.

## Course Standard 17

### GPA-AFLM4-17

**Students will describe the types of work teams, their characteristics, and their popularity.**

- 17.1 Name three reasons teams are popular in businesses today.
- 17.2 List the five stages of team development.
- 17.3 Explain the difference between a work group and a work team.
- 17.4 List five types of work teams.
- 17.5 Explain the work of a problem-solving team and a cross-functional work team.
- 17.6 Identify one reason why entrepreneurs use teams.
- 17.7 Name six characteristics of high-performance teams.
- 17.8 Describe two characteristics of effective leadership.
- 17.9 Name three characteristics of a supportive climate for teams.

## Course Standard 18

### GPA-AFLM4-18

**Students will identify contemporary team issues and methods used to turn individuals into team players.**

- 18.1 Describe the challenges facing teams in an individualistic culture.
- 18.2 List two countries in which the team approach has been much easier to introduce.
- 18.3 Identify nine work team roles.
- 18.4 List three tools a manager can use to shape team behavior.
- 18.5 Explain the use of a probationary period.
- 18.6 Describe the difference between an individual reward and a team reward.
- 18.7 Describe four ways to bring new life to a mature team.
- 18.8 Explain two situations in which the advantages of diversity are most clearly seen.
- 18.9 Identify two causes of attrition on teams.

## Course Standard 19

### GPA-AFLM4-19

**Students will understand and use the communication process, using information technology for written and verbal communications.**

- 19.1 Name the five components of the communication process.
- 19.2 List four factors that affect the encoding of messages.
- 19.3 Describe the advantages and disadvantages of written communication and verbal communication.
- 19.4 Demonstrate the communication grapevine and three examples of both nonverbal communication and body language.
- 19.5 Explain how verbal intonation impacts communication.
- 19.6 Illustrate three examples of barriers to communication.
- 19.7 Describe actions managers can take to overcome communication barriers.
- 19.8 List five examples of the use of technology networks in communication.
- 19.9 Explain how knowledge is a major resource in an organization.

## Course Standard 20

### GPA-AFLM4-20

**Students will develop interpersonal skills in listening and feedback, delegation skills, managing conflict, negotiating, and writing evaluations.**

- 20.1 Name the four essential elements of listening.
- 20.2 Explain two of the ways to make feedback more effective.
- 20.3 Describe the elements of effective delegation.
- 20.4 Explain three views of organizational conflict.
- 20.5 Name five styles for managing conflict.
- 20.6 Describe the process of negotiation and explain three of the methods (tips) for effective negotiation.
- 20.7 Describe the three purposes of written performance evaluations.

## Course Standard 21

### GPA-AFLM4-21

**Students will identify the difference between managers and leaders and understand the various theories of leadership that have been developed to analyze management behavior.**

- 21.1 Compare and contrast the various theories of leadership.
- 21.2 Name four important modes in which leaders operate.
- 21.3 List two sets of variables that push a leader to behave in one way or another.
- 21.4 Compare and contrast the leader-participation model, the situational theory of leadership and the charismatic leadership theory.
- 21.5 Explain the difference between vision and setting goals.
- 21.6 Explain how transformational leaders differ from transactional leaders.

## Course Standard 22

### GPA-AFLM4-22

**Students will identify essential traits of today's leaders including the essence of leadership.**

- 22.1 Describe the two aspects of a team leader's job that are *not* part of a first-line manager's job.
- 22.2 Name the four roles that team leaders play.
- 22.3 Explain why a leader has to pay attention to cultural factors in leading.
- 22.4 List the five components of emotional intelligence.
- 22.5 Name the five dimensions of trust and why it is so important to leadership.
- 22.6 Explain how leadership is sometimes not all that important.

## Course Standard 23

### GPA-AFLM4-23

**Students will understand the importance of goal setting, providing feedback, and developing protégés in both coaching and mentoring.**

- 23.1 Compare and contrast a coach and a mentor.
- 23.2 Name three benefits of setting goals.
- 23.3 Explain two reasons mentoring is important in the business world.
- 23.4 Explain the difference between a mission statement and specific goals.
- 23.5 Describe how role modeling and feedback benefit a protégé.
- 23.6 List three techniques for giving feedback.
- 23.7 Name four ways to prepare a protégé for promotion.