

28.01200 Aerospace Science: Leadership 200

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.

PS-AF-LEII-1-1. 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.

- a. Diagram the communication process.
- b. Describe encoding and decoding.
- c. Select and list communication cues
- d. Name and give examples of three barriers to effective communication
- e. Explain the importance of feedback

PS-AF-LEII-1-2. Students will recognize and explain the difference between listening and hearing, the types of listening, and the importance of listening.

- a. Distinguish the difference between listening and hearing.
- b. Select the three types of listening and give examples of each.
- c. Describe one of the three types of listening.
- d. Demonstrate examples of problems resulting from poor listening.

PS-AF-LEII-1-3. 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.

- a. Diagram the thinking process
- b. Distinguish between thinking and reflection.
- c. Describe the impact of thinking on decision making and on problem solving.
- d. Name and evaluate three standards for critical thinking.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-2-1. Students will identify the six steps in the basic checklist for communication and organizational patterns.

- a. Diagram the six steps in the basic checklist.
- b. Explain purpose and audience.
- c. Compare and contrast various ways of conducting research.
- d. Show how to support ideas
- e. Justify the benefits of getting organized.
- f. Select the six organizational patterns.
- g. Describe the benefits of writing a draft.
- h. Describe the benefits of feedback.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

ELA11W2. The student demonstrates competence in a variety of genres.

PS-AF-LEII-2-2. 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.

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

Academic Standard(s):

ELA11W1. The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student

MA3P1. Students will solve problems (using appropriate technology).

ELA11W2. The student demonstrates competence in a variety of genres.

PS-AF-LEII-2-3. 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.

- a. Distinguish between the six steps for effective communication.
- b. Explain the importance of knowing the situation and audience.
- c. Diagram the three types of speaking and the three purposes of a speech.
- d. Distinguish between the four common methods of presentation.
- e. Outline a presentation and include an introduction, body, conclusion, transitions, and illustrations.
- f. Explain presentation skills and the importance of practicing your speech.
- g. Present a speech using the effective speaking format.

Academic Standard(s):

ELA9LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

ELA10LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a

clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

PS-AF-LEII-3-1. Students will apply the rules associated with Maslow’s hierarchy of needs and recognize the elements of attitude and how goals influence actions.

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

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-3-2. 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.

- a. Define attitude.
- b. Select defense mechanisms from a list.
- c. Explain actions that demonstrate positive and negative attitudes.
- d. Select task completion and people as priorities from a list of options.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-3-3. Students will recognize the qualities of perseverance, courage, and patience in a leader.

- a. Explain the definition of a leader.
- b. Define perseverance, courage, and patience.
- c. Describe actions associated with perseverance, courage, and patience.
- d. In a story that illustrates leadership, identify examples of perseverance, courage, and patience.

PS-AF-LEII-4-1. Students will recognize integrity in good citizens, explain what it means to be a positive role model and the impact of character on behavior.

- a. Define integrity.
- b. Label personal standards of conduct that reflect excellence.
- c. Describe the actions of personal role models and actions that demonstrate loyalty.
- d. Select examples of integrity in action in citizens.
- e. Describe how actions speak louder than words.
- f. Explain the way in which character influences action and the relationship between commitment and responsibility.

PS-AF-LEII-4-2. 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.

- a. Define personality.
- b. Devise four questions to ask about personality preferences.
- c. Distinguish between characteristics of extraversion, introversion, sensing, intuition, thinking, feeling, judging, and perceiving.
- d. Describe the ways in which extraverts and introverts are energized to act.
- e. Select your personality type.
- f. Describe the strengths and weaknesses of your personality type.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-4-3. 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.

- a. Define consequences.
- b. Select the advantages of personal accountability.
- c. Describe the effects of defense mechanisms.
- d. Label examples of denial.
- e. Give examples of shifting blame.
- f. Describe patterns of rationalism and the effects of acting without thinking.
- g. Predict the possible consequences of making bad decisions.
- h. Explain some of the possible results of failing to think and act carefully when solving a problem.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-5-1. 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.

- a. Describe the purpose of team goals.
- b. Explain the importance of team roles.
- c. Select three common concerns of team members.
- d. Describe the advantages of defined goals
- e. Describe the assignment of clear roles.
- f. Select examples of team rules.
- g. Explain the need for clear and constructive communication.
- h. Describe the benefits of balanced participation.
- i. Diagram the four stages of team growth.
- j. Describe the feelings and behaviors associated with the four stages of team growth.
- k. Explain some important points to consider in planning and running meetings.

PS-AF-LEII-5-2. Students will explain the dimensions of respect, the values of tolerance and understanding, and how to improve group effectiveness.

- a. Define mutual respect, personal dignity, prejudice, discrimination, and stereotyping.
- b. Describe ways to demonstrate mutual respect, and ways to work toward common goals.

- c. Distinguish between how people show tolerance and understanding toward one another.
- d. Explain reasons for prejudice, discrimination, and gender stereotypes.
- e. Explain the benefits of accepting differences
- f. Name ways to evaluate and measure group effectiveness.

PS-AF-LEII-5-3. 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.

- a. Define vision and excellence.
- b. Explain how to write a team vision statement.
- c. Describe how to write team goals and actions that encourage team members to work together.
- d. Name different types of team assignments.
- e. Diagram a timeline for achieving results.

PS-AF-LEII-6-1. 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.

- a. Define problem and conflict.
- b. Name several types of problems with relations.
- c. Describe problems with direction.
- d. Explain operational problems.
- e. Diagram levels of conflict in groups.
- f. Describe the patterns of reacting to conflict.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-6-2. Students will explain common group problems, common indicators of group problems, and the six steps of problem solving.

- a. Name the types of groups that have problems.
- b. Define poor performance.
- c. Explain the common signs of troubled relationships.
- d. Explain the effects of low morale.
- e. Distinguish between the six steps of problem solving.
- f. Diagram ways to list and test possible solutions.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-6-3. Students will recognize, remember and explain the nature of consensus and methods of building consensus.

- a. Define consensus and a unilateral decision.
- b. Describe the benefits of consensus and active listening.
- c. Explain the importance of negotiation and compromise.
- d. Name the characteristics of good questions.

Academic Standard(s):

MA3P1. Students will solve problems (using appropriate technology).

PS-AF-LEII-7-1. Students will recognize and explain the basic elements of leadership, the Air Force Core Values, and reasons for recognizing the Core Values.

- a. Define leadership and name the two basic elements of leadership.
- b. Explain the three Air Force Core values.
- c. Define integrity and name three moral traits associated with integrity.
- d. Describe four behaviors that reflect the Core Values of service before self.
- e. Define excellence.
- f. Name five areas of excellence in performance.
- g. Describe four reasons for recognizing the Core Values.

PS-AF-LEII-7-2. Students will recognize and explain the traits of effective leaders, the importance of competence and commitment in a leader.

- a. Name six leadership traits.
- b. Describe the six leadership traits.
- c. Define competence and commitment.
- d. Name two key components of competence in an effective leader.
- e. Distinguish between indicators of strong commitment.

PS-AF-LEII-7-3. Students will summarize the key principles of leadership, the importance of setting the example, of caring for your people, and of accepting responsibility.

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

PS-AF-LEII-8-1. Students will explain two orientations to leadership behavior and summarize the four leadership styles and the primary factors of the leadership situation.

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

PS-AF-LEII-8-2. Students will recognize the readiness factors of followers and effective ways to relate to leaders.

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

PS-AF-LEII-8-3. Students will explain ways to prepare for leadership, the key elements of effective coaching and mentoring, and apply ways to practice leadership.

- a. Explain four actions to take in preparing to lead.
- b. Explain questions to ask in observing a leader.
- c. Explain coaching.
- d. Explain ways to build trust and opportunities to lead.
- e. Organize and execute a team project.
- f. Demonstrate ways to evaluate your experience.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students engage in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary, and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context.

Beginning with middle grades years, students begin to self-select reading materials based on personal interest established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, research, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

Students will enhance reading in all curriculum areas by:

- a. Reading in all curriculum areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject area.
 - Respond to a variety of texts in multiple modes of discourse.

- Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
- Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing content
- Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that student pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and post-secondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of career for all pathways in the program concentration

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information

technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.