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 in the Library under Curriculum, McREL Standards and Benchmarks. Additional national education standards are referenced in this copyrighted Cybertcampus 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. Instructors should go to this website and register to receive access to these copyrighted performance standards when teaching the class.


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.

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

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

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

<table>
<thead>
<tr>
<th>Teamwork and Problem Solving</th>
<th>Meeting Etiquette</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Creatively</td>
<td>Preparation and Participation in Meetings</td>
</tr>
<tr>
<td>Taking Risks</td>
<td>Conducting Two-Person or Large Group Meetings</td>
</tr>
<tr>
<td>Building Team Communication</td>
<td>Inviting and Introducing Speakers</td>
</tr>
<tr>
<td></td>
<td>Facilitating Discussions and Closing</td>
</tr>
<tr>
<td></td>
<td>Preparing Visual Aids</td>
</tr>
<tr>
<td></td>
<td>Virtual Meetings</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
</tbody>
</table>
### Workplace Ethics

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work Ethic</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
<td>Appropriate Work Texting</td>
<td></td>
</tr>
<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
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</tr>
<tr>
<td>Respecting Diversity</td>
<td>Handling Criticism</td>
<td></td>
<td>Social Networking</td>
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</tr>
<tr>
<td>Making Truthfulness a Habit</td>
<td>Showing Professionalism</td>
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<tr>
<td>Leaving a Job Ethically</td>
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</tbody>
</table>

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

### 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.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
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<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td>Expressing Yourself on a Team</td>
<td></td>
<td>Staying Organized</td>
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<tr>
<td>Giving and Receiving Constructive Criticism</td>
<td></td>
<td>Finding More Time</td>
</tr>
<tr>
<td>Managing Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritizing Personal and Work Life</td>
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</tr>
</tbody>
</table>
1.6 Present a professional image through appearance, behavior and language.

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

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.