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

ARMY JROTC – LEADERSHIP EDUCATION TRAINING
THE SUPERVISING LEADER

Unit 3 Leadership Education and Training (LET 3): The Supervising Leader is the third of four courses in the Army Junior Reserve Officers’ Training Corps (JROTC) program. This textbook supports 20 lessons and is designed and written for students, as leaders in their school, community, and JROTC programs. It will be an invaluable resource of content as students work on their learning activities. The JROTC program is designed to help develop strong leaders and model citizens. As a third-year Cadet, students will continue to build on Unit 1 and 2 knowledge and skills and find themselves being introduced to new content that will help develop supervisory skills and abilities. The knowledge, skills, and abilities students will acquire in this unit are covered in seven chapters.

Course Standard 1

GPA-ALE3-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

Standard: Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

<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>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling Conference Calls</td>
<td>Effective Word Use</td>
<td>Show You Are Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling Unsolicited Calls</td>
<td>Giving and Receiving Feedback</td>
<td>Asking Questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obtaining Feedback</td>
<td>Getting Others to Listen</td>
<td></td>
</tr>
</tbody>
</table>

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All Rights Reserved
Nonverbal Communication | Written Communication | Speaking | Applications and Effective Résumés
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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 | Errors in Presentation | Dressing Up Your Résumé

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>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés: Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
<td></td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considering Before Taking a Job</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td>Using Employment Agencies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies for Customer Service</td>
<td></td>
<td>Landing an Internship</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Staying Motivated to Search</td>
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</tr>
</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.

<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>
</tbody>
</table>
### 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>
</tr>
<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>Expression Yourself on a Team</td>
<td>Staying Organized</td>
<td>Finding More Time</td>
</tr>
<tr>
<td>Giving and Receiving Constructive Criticism</td>
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</tr>
<tr>
<td>Leaving a Job Ethically</td>
<td>Managing Projects</td>
<td>Prioritizing Personal and Work Life</td>
</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>
</tr>
</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>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
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</tr>
<tr>
<td>Behavior at Work Parties</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
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</tr>
<tr>
<td>Behavior at Conventions</td>
<td>Accepting Criticism</td>
<td>Demonstrating Leadership</td>
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<tr>
<td>International Etiquette</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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</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.
Chapter 1: Leadership
Leadership learning experience provides students with opportunities to supervise others, make leadership decisions and assess their management style. In this chapter, students will learn to take on more responsibilities in their battalion by working on project plans and continuous improvement.

Course Standard 2
GPA-ALE3-2
Students will describe and analyze command and staff leadership roles.
2.1 Examine common JROTC battalion command and staff structure.
2.2 Describe typical functions of a battalion commander and staff.
2.3 Define and properly use the following keywords: command channels, coordinating staff, logistics, personal staff, staff channels.

Course Standard 3
GPA-ALE3-3
Students will analyze elements required when leading a meeting.
3.1 Describe how to plan for a meeting.
3.2 Explain the general rules for leading and participating in effective meetings.
3.3 Define and properly use the following keywords: agenda, minutes.

Course Standard 4
GPA-ALE3-4
Students will demonstrate decision making needed in planning projects.
4.1 Describe the seven-step decision-making process for projects/missions.
4.2 Identify command and staff roles in the planning/decision-making process.
4.3 Identify and properly use the following keywords: Memorandum of Instruction, standard operating procedures.

Course Standard 5
GPA-ALE3-5
Students will explore and outline a continuous improvement plan.
5.1 Identify battalion problem areas in need of improvement.
5.2 Establish goals that facilitate continuous improvement.
5.3 Outline milestones for progress toward battalion goals.
5.4 Document progress toward the goal.
5.5 Revise personal improvement plans based on the results of an evaluation.
5.6 Define and properly use the following keywords: accreditation, collaboration, continuous improvement, incremental, mitigate.

Course Standard 6
GPA-ALE3-6
Students will explore management skills.
6.1 Explain how the five management skills contribute to preparation and execution of projects.
6.2 Compare management skills to leadership skills.
6.3 Explain how time management strategies can improve effectiveness.

Course Standard 7
GPA-ALE3-7
Students will identify and explain key elements of supervision.
7.1 Identify the roles of a supervisor.
7.2 Explain how supervisors can improve team and individual performance.
7.3 Describe examples of effective supervisory skills.
7.4 Define and properly use the following keywords: group cohesion, remediating.
Chapter 2: Personal Growth Behaviors
Personal Growth and Behaviors will help prepare students for necessary decisions about their future education. In this chapter, students will explore the education requirements of desired career goals and research how to financially obtain them. Students will learn time management strategies and essential skills in all leaders.

Course Standard 8
GPA-ALE3-8
Students will create and apply a post-secondary action plan.

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

Course Standard 9
GPA-ALE3-9
Students will identify attributes of personal planning and management.

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

Course Standard 10
GPA-ALE3-10
Students will identify the importance of career portfolios and interviews.

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

Chapter 3: Team Building
Team Building continues to build on drill and ceremony protocol. In this chapter, students will analyze the duties of a platoon leader or sergeant and focus on the skills and abilities for executing platoon drills.

Course Standard 11
GPA-ALE3-11
Students will explain and demonstrate the responsibilities of a platoon leader.

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

Course Standard 12
GPA-ALE3-12
Students will develop and execute platoon drills.

12.1 Describe the correct response to the command for forming and marching the platoon.
12.2 Compare platoon drills and squad drills.
12.3 March drill command to platoon formations.
12.4 Define and properly use the following keywords: cover, formations, interval.
Chapter 4: Decision Making
Decision Making will help expose students to the common stereotypes, relationship conflicts, and prejudice of our society. In this chapter, students will explore strategies for neutralizing prejudice in relationships and how to develop negotiating strategies to help others resolve conflicts.

**Course Standard 13**

GPA-ALE3-13
Students will identify and analyze aspects of prejudice.
13.1 Identify common stereotypes in our culture.
13.2 Explain how stereotypes relate to prejudice.
13.3 Describe way prejudice affects behavior.
13.4 Analyze the causes of prejudice and discrimination.

**Course Standard 14**

GPA-ALE3-14
Students will identify situations and explain ways of negotiating.
14.1 Explain the relationship between conflict and negotiation.
14.2 Identify common reasons negotiations fail.
14.3 Identify common reasons negotiations fail.
14.4 Describe the components of negotiations.

Chapter 5: Health and Fitness
Health and Fitness will focus on the troubling effects of drugs, tobacco, and alcohol on today’s society. In this chapter, students will identify substance abuse behaviors and its impact on health and learn strategies for responding appropriately to abusers.

**Course Standard 15**

GPA-ALE3-15
Students will identify the effects of substance abuse.
15.1 Recognize the difference between drug use, misuse, and abuse.
15.2 Explain how substance abuse develops.
15.3 Describe the effects of substance abuse.
15.4 Define and properly use the following keywords: addict.

**Course Standard 16**

GPA-ALE3-16
Students will examine the hazards and dangers of drugs.
16.1 Examine how psychoactive drugs affect student’s brains.
16.2 Describe the health dangers of commonly abused drugs.
16.3 Explain why drugs addiction is associated with criminal activity.
16.4 Describe the hazards of performance-enhancing drugs.
16.5 Identify benefits of living drug-free.
16.6 Define and properly use the following keywords: anabolic steroids, compulsive, detoxification, hallucinogens, hypothermia, inhalants, intravenous, narcotics, narcolepsy, paranoia.

**Course Standard 17**

GPA-ALE3-17
Students will examine the hazards and dangers of alcohol and tobacco.
17.1 Explain how media influences the use of alcohol and tobacco.
17.2 Describe the health hazards of alcohol abuse.
17.3 Describe the health hazards of tobacco use.
17.4 Identify reasons to refuse alcohol and tobacco.
Course Standard 18

GPA-ALE3-18
Students will explain how decisions may impact substance abuse.
  18.1 Explain how substance abuse is related to what people consider normal behavior.
  18.2 Describe strategies for handling pressure to use alcohol, drugs, or tobacco.
  18.3 Explain how to help someone who is a substance abuser.
  18.4 Define and properly use the following keywords: intervention, normal.

Chapter 6: Service Learning
Service Learning is a required lesson of the JROTC program. In this chapter, students will move from participating and evaluating service-learning projects to playing a key role in service-learning planning and implementation.

Course Standard 19

GPA-ALE3-19
Students will develop strategies for planning service learning.
  19.1 Assess the role of teamwork in completing service-learning project.
  19.2 Develop a service-learning project schedule.
  19.3 Associate the roles and responsibilities of service-learning teams, recorder, timekeeper, facilitator, reporter, and debrief.

Chapter 7: Citizen and Government
Citizenship and Government will look more deeply at the definition of a citizen and their responsibility and role as a contributing member of a strong community.

Course Standard 20

GPA-ALE3-20
Students will create and evaluate civic duties and responsibilities.
  20.1 Describe the legal duties of U.S. citizens.
  20.2 Describe the voluntary responsibilities of citizens.
  20.3 Explain the value of community involvement in building a strong nation.
  20.4 Define and properly use the following keywords: civic, civil disobedience, community, felony, mandatory, selective service, tolerance.