

**Government and Public Administration Cluster  
Naval Science IV: Naval Leadership and Ethics  
Course Number 28.02800**

**Course Description:**

The purpose of this course is to take a more in-depth look at what leadership is and to learn how to maximize leadership abilities. More importantly, this course will assist the student in adding the polish necessary to be a truly effective leader in the NJROTC unit, school, community, and in life. Minimum performance requirements of this course are in accordance with current Chief of Naval Education Training Instruction, NAVEDTRA 37128. The performance standards in this course are based on the performance standards identified in the curriculum for the United States Navy Junior Reserve Officer Training Corps. Successful completion of three courses of credit will qualify the student for advanced placement in a college ROTC program or accelerated promotion in the military service.

**Course Standard 1**

**GPA-NSIVNLE-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

## Georgia Department of Education

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
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	

## Georgia Department of Education

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.

## Fundamentals of Leadership

### Course Standard 2

#### GPA-NSIVNLE-2

Students will demonstrate knowledge of leadership group dynamics and how and why groups behave as they do.

- 2.1 Describe the things that influence persons in a group.
- 2.2 List the membership condition that characterized true functioning groups.
- 2.3 Cite effects of a group on individuals within the group.
- 2.4 Explain what a leader must do to guard against losing group members and effectiveness of the group.
- 2.5 Describe the main factors that influence the internal dynamics of a group.
- 2.6 Identify formal and informal factors regarding communications that an effective leader must keep in mind.
- 2.7 Discuss group standards.

- 2.8 Discuss group solidarity and how it is achieved.
- 2.9 Describe what characteristics an organization with high esprit de corps.
- 2.10 Illustrate which external group dynamic factors may influence a group.
- 2.11 Discuss four things a leader can do to motivate their group towards the achievement of their mission or goals.
- 2.12 Prove long recommended techniques for giving praise and reprimands.

### Thoughts on the Purpose of Life

#### Course Standard 3

##### GPA-NSIVNLE-3

**Students will understand that the human capacity to capture the essence of a purpose in life is based on working, creating, excelling, and being concerned about the world and its affairs.**

- 3.1 Explain and discuss the human capacity for effort.
- 3.2 Discuss what is necessary to solve many of today's problems.
- 3.3 Illustrate the five basic goals for education that apply to everyone.
- 3.4 Explain why reading is important.
- 3.5 Discuss why we should see to understand the past.
- 3.6 Discuss why religion is an area that merits a more sympathetic understanding by modern intellectuals.
- 3.7 Cite the evidence for one to conclude that morals and ethics are becoming less prevalent in people's lives.

### Theory on Human Motivation

#### Course Standard 4

##### GPA-NSIVNLE-4

**Students will understand that human motivation is based on the hierarchical system of physiological needs, safety needs, love and belonging needs, status and esteem needs, and the need for self-actualization or self-fulfillment.**

- 4.1 Explain what is meant by Maslow's statement, "The basic human needs are organized into a hierarchy or relative prepotency."
- 4.2 State why safety need are usually not motivators in our society.
- 4.3 Describe where satisfaction of a person's self-esteem needs leads.
- 4.4 Cite the highest needs that emerge after satisfaction of physiological, safety, love, and esteem needs.
- 4.5 Explain the most common exception to the hierarchy of needs as postulated by Maslow.
- 4.6 Explain why it is necessary that all lower needs be 100% satisfied in order for higher needs to become motivators.
- 4.7 Discuss what it means to say most behavior is multi-motivated.

### Seamanship and Leadership

#### Course Standard 5

##### GPA-NSIVNLE-5

**Students will understand that leadership begins with the leader's personal example and does not end until the organization comprehends, accepts, complies with, and resonates with the highest possible standards.**

- 5.1 Evaluate the four intangibilities upon which leadership should be based.
- 5.2 Describe where moral strength begins.
- 5.3 Discuss what a leader must do to be sure of getting the real facts about a problem.
- 5.4 Define the meaning of "knowing one's people".
- 5.5 Discuss what has significantly changed about leadership today as opposed to the past.
- 5.6 Explain which type of leader subordinates best respond to and give their all.

## Course Standard 6

### GPA-NSIVNLE-6

**Students will understand that effective leadership uses the arts of communication and supervision to get the job done, and that effective leadership is an ongoing, growing, and learning process--not a finished product.**

- 6.1 Describe which arts are used in practicing effective leadership.
- 6.2 Explain why it is important to communicate well.
- 6.3 State the essence of good leadership.
- 6.4 Cite three characteristics of effective leadership.
- 6.5 Discuss what is involved in sharing and teamwork.
- 6.6 Describe the basic rules that effective leaders follow.
- 6.7 Cite the beneficial effects obtained when a person makes a real contribution to the unit mission.

## Course Standard 7

### GPA-NSIVNLE-7

**Students will demonstrate knowledge that every technique of positive leadership should make the follower feel that, as long as they are doing their best to follow, they will be secure, and their efforts will receive recognition.**

- 7.1 State a major problem often faced by a leader.
- 7.2 State the seven categories into which the techniques of leadership may be grouped.
- 7.3 Describe the four leadership techniques involved in giving orders.
- 7.4 Describe the eleven leadership techniques involved in getting cooperation.
- 7.5 Describe the ten leadership techniques involved in establishing discipline.
- 7.6 Describe the nine leadership techniques involved in improving feelings of security.
- 7.7 Describe the seven leadership techniques involved in giving recognition.
- 7.8 Describe the six leadership techniques involved in improving organization and administration.

### The Responsibilities and Qualities of Leadership

## Course Standard 8

### GPA-NSIVNLE-8

**Students will understand that a leader knows where they are going and how to get there, is willing to let subordinates in on the ultimate goal and the path(s) thereto, and to enlist their support.**

- 8.1 State the difference between a leader and a manager.
- 8.2 Explain a leader's "service reputation".
- 8.3 Discuss how an officer's humanity is perceived.
- 8.4 Describe what ability an individual must have in order to be effective and successful in the Navy.
- 8.5 Discuss the element of surprise.
- 8.6 Explain how an officer can lose the respect of their troops.
- 8.7 Discuss how behavior is a basic element of "setting the example".

### The Chain of Command

## Course Standard 9

### GPA-NSIVNLE-9

**Students will understand that the military chain of command is the pyramid structure of communications, authority, and responsibilities which allows every individual in the organization to know what is going on with those below and what is expected by those above.**

- 9.1 Express why the chain of command is so important.
- 9.2 Infer the benefits of following the chain of command.
- 9.3 Explain when the chain of command should be bypassed.
- 9.4 Describe what actions are taken when it has been necessary to bypass the chain of command.

## Georgia Department of Education

- 9.5 Express what juniors must do when a senior's perceptions are believed to be in error.
- 9.6 State the possible detrimental results that may occur when the chain of command is bypassed.
- 9.7 Describe the typical effective span of control.
- 9.8 Discuss the negative concept of using the chain of command as a crutch for not taking the initiative and responsibility for starting the job.

### Course Standard 10

#### GPA-NSIVNLE-10

**Students will demonstrate knowledge that authority and responsibility is invested in the captain of a ship, and every leader below has the unequivocal requirement for obedience to their command.**

- 10.1 Relate a fundamental assumption every leader must make.
- 10.2 Evaluate decisions that are made contrary to one's belief.
- 10.3 Derive what one does when faced with difficult decisions.
- 10.4 State the tenacity of an officer who adheres to their values system.
- 10.5 Discuss how one goes about building the strength of a unit.
- 10.6 Describe the proper action to be taken if one has a problem with a senior.

### Course Standard 11

#### GPA-NSIVNLE-11

**Students will understand how discipline within a body of leaders and carrying out orders can turn an unruly mob into a cohesive group, banded for specific objectives.**

- 11.1 Compare authority versus responsibility.
- 11.2 Discuss how quickly an officer can decide to implement a command.
- 11.3 Describe the posture a leader takes when carrying out an order.

#### Criticism and the Naval Officer

### Course Standard 12

#### GPA-NSIVNLE-12

**Students will understand the leadership abilities necessary to deliver criticism smoothly, to receive criticism with equanimity, and to elicit criticism where it would be helpful.**

- 12.1 Identify the concept of seeking and taking responsibility as a key of successful leadership.
- 12.2 Cite the mechanism by which leaders exercise their responsibility to help subordinates past rough spots.
- 12.3 Discuss setting standards as an integral part of a leader's job.
- 12.4 Discuss how often a senior should review subordinate's performance with them.
- 12.5 Discuss the phrase, "May I make a suggestion, Sir?" as a good method to be used by juniors who wish to make their views on an issue known to their senior.
- 12.6 Discuss a characteristic displayed by good followers and leaders in the naval service when giving advice.
- 12.7 Cite the rule that should always be followed regarding the delivery of criticism.
- 12.8 Describe what characteristic criticism must have to be useful.
- 12.9 Discuss what attitude junior officers should take toward suggestion given by subordinate enlisted personnel.

#### Responsibility and the Naval Officer

### Course Standard 13

#### GPA-NSIVNLE-13

**Students will understand that a naval officer is morally responsible for all aspects of what happens to their unit.**

- 13.1 State the four cardinal virtues of moral responsibility and leadership.
- 13.2 Discuss what is meant by the term "responsibility".

- 13.3 Discuss the concept of possessing moral courage as paramount to a junior officer.
- 13.4 Describe what happens when a junior leader turns a blind eye to a situation or exhibits behavior that they know to be wrong.

## Course Standard 14

### GPA-NSIVNLE-14

**Students will understand that the difference between leaders and those who follow is the propensity on the part of the leader to seek out situations in which they can contribute and take charge as necessary, and accept responsibility if something goes wrong.**

- 14.1 Discuss how a leader shows that they are responsible.
- 14.2 Discuss the leader's responsibilities when given an unpleasant assignment.
- 14.3 Explain how a leader develops a sense of responsibility among subordinates.
- 14.4 Explain the relationship between delegating and assigning responsibility for a task or mission.
- 14.5 Discuss when a senior will regard a failure of a junior as unavoidable.

## Course Standard 15

### GPA-NSIVNLE-15

**Students will understand that within the triad of responsibility, accountability, and authority, the officers' corps has an ethical code that ensures that officers always do what is right and always use authority properly.**

- 15.1 Discuss one of the most important qualities of leadership.
- 15.2 Discuss when a leader's legitimate authority rests over a subordinate.
- 15.3 Explain how a military leader's authority can be strengthened.
- 15.4 Describe the difference between positive and negative exercise of authority.