Georgia Department of Education

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.

<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>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td>Selling Yourself in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Terms to Use in a 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</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:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
<tr>
<td>Handling Customer Complaints</td>
<td>When a Résumé Should be Used</td>
<td></td>
<td></td>
<td>Using Employment Agencies</td>
</tr>
<tr>
<td>Strategies for Customer Service</td>
<td></td>
<td></td>
<td></td>
<td>Landing an Internship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Staying Motivated to Search</td>
</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>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information</td>
<td>Dealing with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Establishing Credibility</td>
<td>Confidential</td>
<td>Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Demonstrating Your Skills</td>
<td>Avoiding Gossip</td>
<td>Dealing with a</td>
</tr>
<tr>
<td></td>
<td>Showing Dependability</td>
<td></td>
<td></td>
<td>Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td></td>
<td></td>
<td></td>
<td>Difficult Customers</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
<td>Appropriate Work Texting</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
<td></td>
</tr>
</tbody>
</table>

Georgia Department of Education
July 26, 2020 Page 2 of 7
All Rights Reserved
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></td>
<td>Expressing Yourself on a Team</td>
<td>Staying Organized</td>
</tr>
<tr>
<td></td>
<td>Giving and Receiving Constructive Criticism</td>
<td>Finding More Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Managing Projects</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</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></td>
<td>Proper Use of Cell Phone</td>
<td>Using Good Posture</td>
</tr>
<tr>
<td>Behavior at Work Parties</td>
<td></td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td></td>
<td></td>
<td>Associates</td>
</tr>
<tr>
<td>International Etiquette</td>
<td></td>
<td></td>
<td>Accepting Criticism</td>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
<td></td>
<td>Demonstrating Leadership</td>
</tr>
<tr>
<td>Working in a Cubicle</td>
<td></td>
<td></td>
<td></td>
</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.

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 by 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.
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 verses 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.