

**Government and Public Administration Career Cluster
Naval Science IV: Naval Leadership and Ethics
Course Number: 28.02700**

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.

Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are enhanced in this course to prepare students to be college and career ready. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organizations are integral components of both the employability skills standards and content standards for this course.

Naval Science IV is the fourth course in the Naval Science pathway in the Government and Administration career cluster. Students enrolled in this course should have successfully completed Naval Science I, Naval Science II, and Naval Science III.

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

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			Getting Others to Listen
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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
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

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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	
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 teamwork 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

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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			

THINKING ETHICALLY

Course Standard 2

GPA-NSIVNLE-2

Students will learn about ethical concepts and factors to consider when solving ethics issues.

- 2.1 The proper actions to take when solving ethical issues based on pressure, seeking the truth, subordinates, organization, the rules, and additional points.
- 2.2 The six different types of categories for ethical dilemmas
- 2.3 Key terms: ethical code, integrity, transgression, accountability, infraction, condone, impropriety, and solicit.
- 2.4 The factors to consider when determining the proper actions to take when trying to solve ethics issues.

LEADERSHIP GROUP DYNAMICS

Course Standard 3

GPA-NSIVNLE-3

Students will understand the purpose and function of groups and some methods available for group leaders to develop an effective group.

- 3.1 State the factors that contribute to an individual's decision to join a group.
- 3.2 Identify the characteristics of the nature of group.
- 3.3 Identify the individual needs that can be satisfied by belonging to a group
- 3.4 State how leaders use group dynamics for motivation.
- 3.5 Define the following key terms: new dimension, psychological factors, status, group dynamics, and external dynamics.

Course Standard 4

GPA-NSIVNLE-4

Students will understand internal and external dynamics and their effect on group dynamics. Students will also explain how a group leader can create a satisfying social structure.

- 4.1 Define internal and external dynamics.
- 4.2 State the five factors that affect the internal dynamics of a group.
- 4.3 Identify examples of external dynamics that affect a group.
- 4.4 State the responsibilities of a group leader to foster a satisfying social structure.
- 4.5 Define the following key terms: grapevine, prestige, and autocratic.

POSITIVE LEADERSHIP TECHNIQUES

Course Standard 5

GPA-NSIVNLE-5

Students will learn the most effective leadership techniques involved in giving commands and orders.

- 5.1 List the seven categories of leadership techniques.
- 5.2 State the four techniques involved in giving commands.
- 5.3 State the techniques involved in giving orders.
- 5.4 Define the following key terms: generations, concise, indoctrinate, stereotype, and overbearing.
- 5.5 Evaluate self-performance as a leader in techniques of giving commands and orders.

Course Standard 6

GPA-NSIVNLE-6

Student will learn the most effective leadership techniques involved in getting cooperation and establishing discipline.

- 6.1 List the seven categories of leadership techniques.
- 6.2 State the eleven techniques involved in getting cooperation.
- 6.3 State the ten techniques involved in establishing discipline.
- 6.4 Define key terms: sarcastic, censure, infraction, and humane.
- 6.5 Evaluate self-performance as a leader in techniques of getting cooperation and establishing discipline.

LEADING BY EXAMPLE

Course Standard 7

GPA-NSIVNLE-7

Student will learn why the power of positive relationships and attitude are important in becoming an effective leader.

- 7.1 State the two components of leading by example.
- 7.2 Explain the influence that the relationship between officers and their peers has on everyone's performance.
- 7.3 State the characteristics of effective and successful officers.
- 7.4 Explain the influence that attitude has on everyone's performance.
- 7.5 Identify the ways in which a leader can lose the respect of subordinates.
- 7.6 Define key term: service reputation.

Course Standard 8

GPA-NSIVNLE-8

Student will learn why setting the example and instilling a positive attitude in subordinates are important factors in becoming an effective leader.

- 8.1 State the influences that an officer's behavior has on everyone's performance.
- 8.2 Identify the appropriate response to peer pressure.
- 8.3 Explain the importance of knowing your subordinates.
- 8.4 State the influence that instilling a positive attitude in subordinates has on everybody's performance.
- 8.5 Define the key term: social fabric.

CRITICISM AND THE NAVAL OFFICER

Course Standard 9

GPA-NSIVNLE-9

Student will learn understand the leadership skills that enable an officer to cope with and offer constructive criticism.

- 9.1 Explain the types of criticism, the importance of delivering criticism smoothly, and the receiving of criticism with equanimity.
- 9.2 Define the following key terms: constructive criticism, equanimity, performance review, and pernicious habit.
- 9.3 State the responsibility of leaders to pass criticism down the chain of command.
- 9.4 State the responsibility of officer to pay attention to criticism and to seek in-depth reviews of performance.
- 9.5 Identify the techniques and factors to consider when offering constructive criticism to subordinates.
- 9.6 Identify the techniques for leaders to encourage constructive criticism up the chain of command.
- 9.7 Identify the techniques for officers to offer constructive criticism up the chain of command.
- 9.8 Explain the characteristics of destructive criticism and the leader's role in averting it.