ARMY JROTC

LEADERSHIP 4

Education and Training

UNIT 4: LET 4 - THE MANAGING LEADER

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ARMY JROTC

LEADERSHIP
Education and Training

UNIT 4: LET 4
The Managing Leader

U.S. Army Cadet Command – Fort Knox, Kentucky

HEADQUARTERS, DEPARTMENT OF THE ARMY

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Preface

Unit 4 - Leadership Education and Training (LET) 4: The Managing Leader is the final of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) program. This textbook supports twelve lessons, and is designed and written just for you, a leader in your school, community, and in your JROTC program. It will be an invaluable resource of content as you work on your learning activities.

The JROTC program is designed to help develop strong leaders and model citizens. As a fourth-year Cadet, you'll continue to build on the Units 1-3 knowledge and skills, and find yourself being introduced to new content that will help you continue to lead others in your battalion.

The knowledge, skills, and abilities you will acquire in this unit are covered in five chapters:

Chapter 1: Leadership learning experiences provide you with a unique opportunity to look at the role of leadership in continuous improvement. You'll take a look at the big picture of the JROTC program and how its outcomes relate to leadership. Additionally, you'll explore strategies for teaching and mentoring others.

Chapter 2: Personal Growth and Behaviors continues to help you think and plan for your future with topics such as personal independence, the importance of personal accountability, and professional development.

Chapter 3: Team Building continues to build on drill and ceremony protocol. In this chapter, you look at the tactics for motivating others and how they translate into other areas of leadership. Additionally, you'll explore the elements of a communication model and how to overcome barriers of communication.

Chapter 4: Service Learning is a required element of the JROTC program. In this chapter, you will manage a service learning project within a unit or the entire battalion. You'll be introduced to project management processes and management tools.

Chapter 5: Citizenship and Government exposes you to the challenges that face fundamental principles of society today. Topics in this chapter will encourage you, as a citizen, to think about the future of citizen rights.

Textbook Organization

Chapters are divided into several lessons, which correlate with Student Learning Plans that are provided in your Unit 4 Cadet Notebook. Each lesson identifies a lesson competency called ***What You Will Learn to Do*** and the lesson's ***Learning Objectives***. Section headings and sub-headings throughout the lesson text clearly point to each learning objective in the lesson.

Key Words are vocabulary identified on the lesson cover page. These are highlighted and defined throughout the lesson text.

Every lesson asks an ***Essential Question*** requiring a thoughtful written response about the purpose of the lesson. Answer the question at the beginning of the lesson and then check your response again at the lesson conclusion. It may change as you build your knowledge and skills!

Content Enhancements and ***Content Highlights*** are bonus text sections that support the lesson, and are there to provide additional information of interest about the lesson topic.

At the end of each lesson text is a ***Conclusion***, which serves as a concise wrap up and stepping stone to the next lesson in the text. Within the conclusion is the ***Lesson Check-up***, which includes a few questions to check your knowledge of content presented, and consider how you will apply what you learned to your own life.

Acknowledgements

The Unit 4 - Leadership and Education Training: The Managing Leader textbook is a collaborative effort overseen by Army JROTC Education and Curriculum Division Chief of Cadet Command at Fort Knox, Kentucky. This text supports a new four-year core framework of Leadership Education and Training (LET). While ***Unit 1: The Emerging Leader*** provides content for skills and ability essential for a LET 1 Cadet, ***Unit 2: The Developing Leader*** will provide deeper content and additional outcomes for the LET 2 Cadet. ***Unit 3: The Supervising Leader*** continues to build on previous leadership learning outcomes by presenting content and activities that supports the LET 3 Cadet. Finally, LET 4 Cadets have unique opportunities and challenges and ***Unit 4: The Managing Leader*** will help prepare them for successful launch into their post-high school career.

A project of this magnitude and quality cannot be developed without the subject matter expertise of AJROTC instructors and contracted education consultants. A special thanks for their valuable contribution to this quality project goes to: 1SG (retired) Mona Venning, PhD from Coretta Scott King Young Women's Leadership Academy in Atlanta, Georgia; COL (retired) Jimmie Sizemore from Clay County High School in Manchester, Kentucky; COL (retired) Jonathan Robinson from Batesburg Leesville High School in Batesburg, South Carolina; SSG (retired) Jerry Washington and 1SG (retired) Martin Telles from Ganesha High School, Pomona, California; MAJ (retired) Tiburcio Macias, Jr. from Highlands High School in San Antonio, Texas; MAJ (retired) John Cook from Pemberton High School in Pemberton, New Jersey; SFC (retired) Robert Kujawa from Lawrence High School, in Lawrence, Massachusetts; CSM (retired) Terry Watts from Charlotte Mecklenburg Schools in Charlotte, North Carolina; MAJ (retired) Michael Farley from Calumet High School in Calumet, Michigan; LTC (retired) Teresa Galgano Deputy from Lee County School District JROTC in Fort Meyers, Florida; SFC (retired) David Myers, Jr. from MacArthur High School in Houston, Texas; 1SG (retired) Brian Edwards from Mallard Creek High School in Charlotte, North Carolina; COL (retired) Steven Scioneaux from Southwest High School in Fort Worth, Texas; MAJ (retired) Bruce Daniel and SGM (retired) Paulette Nash from Diamond Hill High School in Fort Worth, Texas; CSM (retired) James Esters from O.D. Wyatt High School in Fort Worth, Texas; CSM (retired) Dennis Floden from West Creek High School in Clarksville, Tennessee; 1SG (retired) Larry Lepkowski from Montgomery-Central High School in Cunningham, Tennessee; LTC (retired) Scott Maryott Director of Army Instruction from Washoe County School District in Reno, Nevada; LTC (retired) Harry Cunningham from Smith-Cotton High School in Sedalia, Missouri; and SGM (retired) Arthur Hayes, Jr. from District of Columbia Public Schools in Washington, D.C.; COL (retired) Tim Swann from San Diego Unified School District in San Diego, CA.

CHAPTER 1

Figure 1.0

LEADERSHIP

Chapter Outline

LESSON 1: **Leadership Accomplishment** (p.4)
How can you improve your personal leadership and battalion skills?

LESSON 2: **Strategies for Teaching** (p.12)
How can you develop an effective lesson plan?

LESSON 3: **Using Feedback with Learners** (p.22)
How can you give effective feedback to people you are teaching and leading?

LESSON 1

Leadership Accomplishment

Key words

- **capstone**

What You Will Learn to Do

Apply leadership skills to continuous improvement and program outcomes

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Examine** the role of leadership in continuous improvement
- **Identify** team attitudes that foster continuous improvement

Essential Question

How can you improve your personal leadership and battalion skills?

Learning Objectives (cont'd)

- **Relate** Army JROTC program outcomes to leadership
- **Plan** personal and battalion goals
- **Define** key words: capstone

Introduction

By the time you reach your fourth and final year of JROTC, you've been involved with many projects. You've worked with and led other Cadets. You've learned how to act with integrity, engage in civic activities, value the role of the military, and many other things. In this lesson, you'll consider ways to expand and apply your leadership skills in continuous improvement. You'll also look ahead to your goals for your final year.

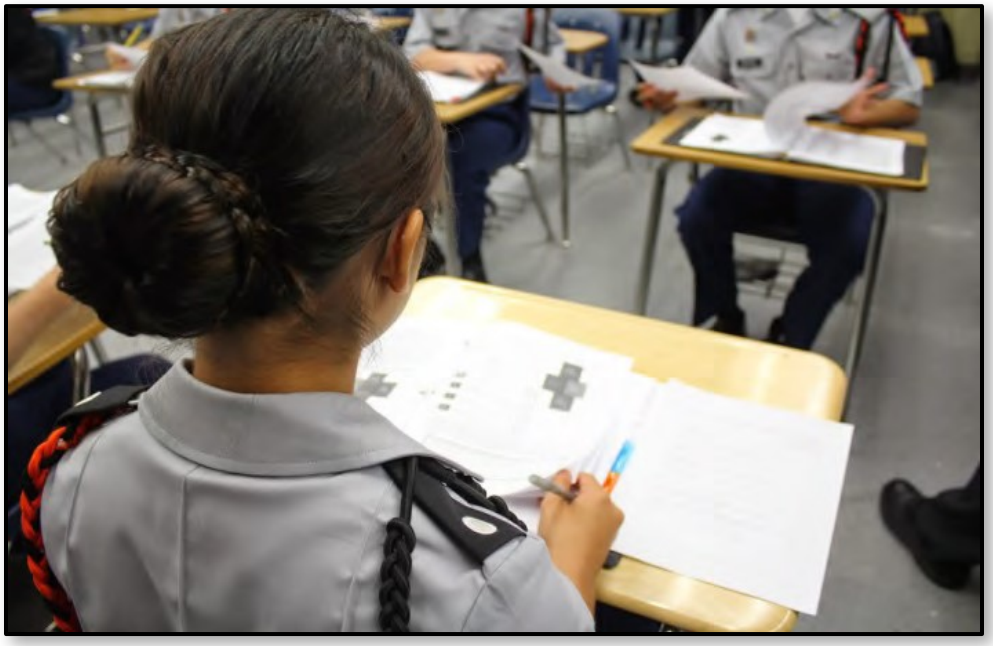


Figure 1.1.1

Revisiting Continuous Improvement

In an earlier lesson you learned the basics of the continuous improvement (CI) process. Different versions of this process are used in all sorts of organizations, not just the military. Business, industry, education, healthcare, non-profit agencies, and even volunteer groups may have processes to improve their efforts and help them reach their goals. You may see these processes described with different names, such as Six Sigma, Statistical Process Control, Total Quality Management, or Lean Manufacturing.

The Army uses a model with three phases: Plan, Do/Act, and Evaluate.

Figure 1.1.2

In the PLAN phase, you:	In the DO/ACT phase, you:	In the EVALUATE phase (AAR), you:

• Identify the problem
• Gather information
• Develop solutions
• Analyze and compare options
	• Decide
	• Plan (develop the Memorandum of Instruction [MOI] and briefing)
	• Implement the plan
		• Assess the results by using an After Action Review (AAR) process. The AAR addresses:
		  ○ What happened?
		  ○ Why did it happen?
		  ○ How can we do this better?

Figure 1.1.3

All continuous improvement programs—even those with a different name—include some form of these basic principles. Throughout your career, you will see these basics and be asked to implement them again and again. If you want to progress in life, you will often find yourself applying these principles to your own personal growth challenges. Doing so requires reflection, honesty, and integrity about achieving your goals. Using written documentation can help you stay on track with your goals for improvement—whether your project is work-related or personal.

Content Highlight:
WHAT HAS WORKED FOR YOU?

From your experience, which part of continuous improvement is the most difficult? Has it varied from project to project? Are difficulties related more to the goals of the project or to the people involved?

Leadership in Continuous Improvement

As a project leader, you may be quite comfortable with the steps of Plan, Do/Act, and Evaluate. The process is easy to learn, but can often be difficult to excel at. People who are new to continuous improvement naturally tend to focus on the steps. However, the more beginners work with the steps, the more it becomes apparent that the continuous improvement process can be seen as a management task. This view, however, misses something important. Successful continuous improvement happens with leadership skills. Leaders can give team members a sense of the larger goals and be a motivating force for improvement.

Consider the leadership skills you learned about from the Army Leadership model. See *Figure 1.1.4.*

Can you see how the competencies of the model relate to continuous improvement? For example, if you do not build trust among team members, how well do you think they will implement your plan? How honest do you think they will be in an After Action Review session?

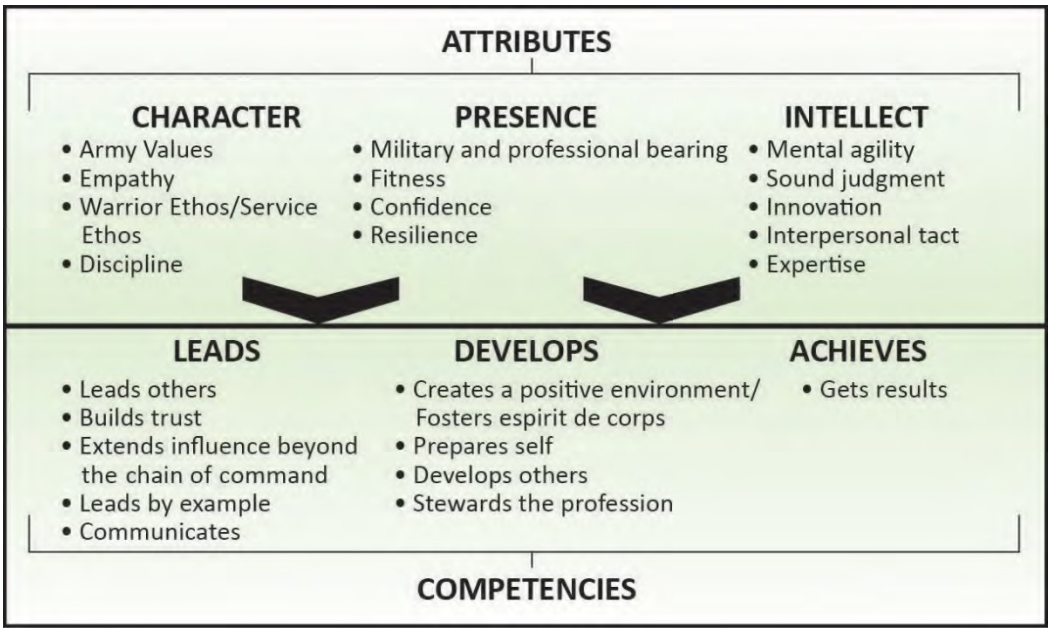


Figure 1.1.4

Ideally, leaders understand the strengths and weaknesses of team members, as well as their own strength and weaknesses. In the context of continuous improvement, leaders need to apply their people skills, as well as management skills. A subtle point of leadership in continuous improvement is that successful leaders must work to foster attitudes that support the continuous improvement process. This is not an easy task! Your team members may be focused on just "doing their job." They may be reluctant to reflect because their personalities are more action-oriented. They may feel that they are not that important if they are new Cadets and have a lower status.

Your job as a leader is to work with others to change those attitudes, so that your team is committed to improvement and understands how to be innovative.

Attitudes for Successful Continuous Improvement

Think of teams you've worked with in the past. What types of behaviors and attitudes do you wish they would demonstrate? Answering this question is a key part of being a leader for continuous improvement. Consider these answers:

- All team members know exactly what to do and understand how their task supports the larger project.
- All team members use the same decision-making process.
- All team members make suggestions on how to improve.

While these answers are important for any continuous improvement plan, they only address a portion of your leadership role. As a leader, you want to build the desire for improvement. This can happen by giving team members an understanding of "What's In It For Me?" The way you handle this will depend on your project and your individual team members. It won't be the same every time—but "What's In It For Me?" is an important motivator for many people.

Experts who looked at attitudes and behaviors in successful continuous improvement organizations have found that employees (team members) have the following attitudes:

Figure 1.1.5

- They view problem-solving as a way of life; they are trained to seek improvements and ensure that things run smoothly.
- They allow for mistakes. Mistakes that are made—rather than talked about in the abstract—can be mistakes that will be remembered and avoided.
- They acknowledge problems without assigning guilt. They can focus on fixing the problem instead of blaming someone.
- They encourage collaboration to foster confidence and comradery. They make good use of training.
- They allow for experimentation and openness to new approaches. Some new efforts might fail, but not all. Using team members' ideas and solutions increases motivation, pride, and a sense of ownership.

Successful team attitudes *(cont'd):*

- They are not satisfied for long with the status quo. They can celebrate successes without resting on their accomplishments. They strive for improvements without focusing on perfection.

One of the challenges you'll face in JROTC is the short time period you have to work with the same group of people. Changing attitudes can take years—especially if attitudes among long-time team members are very entrenched. This is often the case in large commercial organizations.

Connecting to the "Big Picture"

Successful leaders know how to inspire and motivate. This can be a challenge on some projects you lead. Team members might view the project as irrelevant and their particular task as busywork. Even people who are generally motivated will not always be enthusiastic about every project that comes along. It's only natural!

Figure 1.1.6

As an Army JROTC leader, your challenge is to help team members keep program outcomes in mind. Army JROTC program outcomes are:

- Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
- Engage in civic and social concerns in the community, government, and society
- Graduate prepared to succeed in post-secondary options and career pathways
- Make decisions that promote positive social, emotional, and physical health
- Value the role of the military and other service organizations

Program outcomes are not a task or a step in the continuous improvement process. Instead, they are the foundation that supports your "big picture" goals. On any given project, remind team members that their small tasks contribute to these larger goals. For example, if some team members are unenthusiastic about your service project to clean up

trash in a city park, remind them that their experience isn't just about trash. It's about being involved and helping their community. It's about being disciplined to work through unpleasant tasks efficiently, which will be expected of them on any job. It's also about being part of a team and using social communication skills to get along with others. All of these are part of preparing Cadets for life after high school.

Capstone Projects

Key words

capstone:
A project that demonstrates skills developed at the end of a course or program

As you think about Army JROTC program outcomes in your final year as a Cadet, take some time to look ahead at what will be expected of you when you complete the program. All senior Cadets are expected to complete a **capstone** project. A capstone project is one that demonstrates your abilities to use what you've learned over the course of the program. The term comes from architecture, where the capstone (or keystone) is the center piece of an arch. After all of the lower arch stones are in place, the capstone is added. The pressure on the capstone holds the arch in place.

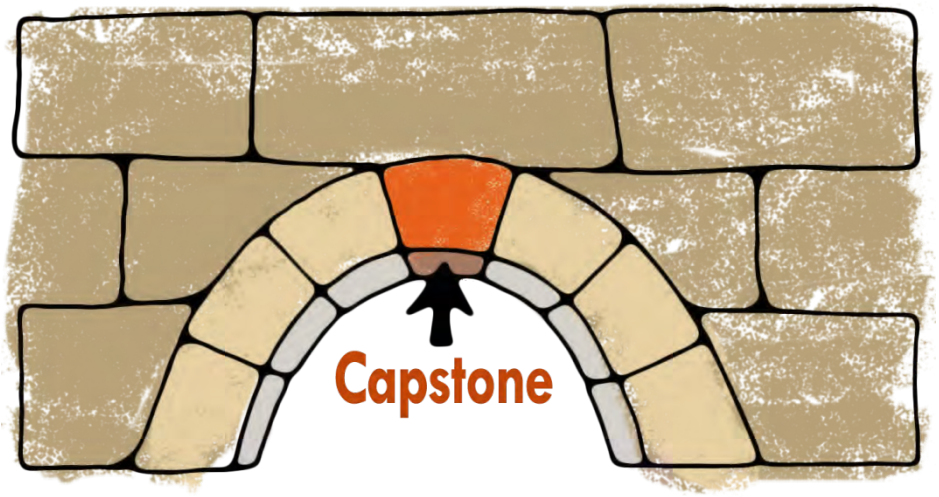


Figure 1.1.7

Capstone projects are similar. After you've completed most of your JROTC coursework, you'll create a project that ties what you've learned into place.

Throughout your time in JROTC, you've worked on program outcomes—directly or indirectly. In your final year, it is time to think back to what you've done to address these outcomes and to look forward to your remaining time in the program. You'll also want to look ahead to life after high school. Personal growth and self-improvement continue throughout adulthood. This helps you to become the best person you can be.

Conclusion

In this lesson, you consider how your role as a leader can impact the continuous improvement process. You learned that the process is more than just managing a series of steps. It is also about developing yourself as a leader and motivating others on your team. Finally, you learned about your capstone project. Throughout the remainder of this year, you should make notes on how your past and present experiences in the Army JROTC program can contribute to your capstone project.

Lesson Check-up

- **Why is leadership such an important part of continuous improvement?**
- **What attitudes are found in teams that are successful at continuous improvement?**

LESSON 2

Strategies for Teaching

Key words

- **group dynamics**
- **lesson competency**
- **lesson plan**

What You Will Learn to Do

Apply teaching strategies to a lesson plan or mentoring project

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Explain** the purpose of a lesson plan
- **Describe** the four phases of a lesson plan
- **Relate** teaching and learning to the four phase lesson plan model

Essential Question

How can you develop an effective lesson plan?

Learning Objectives (cont'd)

- **Explore** cooperative learning strategies
- **Define** key words: group dynamics, lesson competency, lesson plan

Introduction

During your life, both in school and out, you may be in a position to teach others. In your role as a Cadet leader, you'll also be in a position to mentor and coach younger Cadets. In this lesson, you'll learn the basics about how to organize what you want to teach and how to engage learners in the process. You'll also see that solid teaching strategies can help learners remember and apply what they've learned.

Lesson Plans

One of a teacher's most essential tools is a **lesson plan**. A lesson plan is an outline teachers use to organize their thoughts and the information they plan to present to a class. A lesson plan tells teachers the:

- Specific skill or concept they are teaching—the competency
- Supporting ideas for the skill or concept
- Sequence they should teach the content
- Performance standards of the lesson—how the instructor will know students have learned the content

In general, a lesson plan teaches one competency. The **lesson competency** should be a one-sentence statement that describes what the learner will be able to do or what they will accomplish in this lesson. Be specific in writing a competency. Don't use words like "understand" or "know." Instead, use action words that indicate an observable skill or measurable knowledge. Writing competencies like this helps teachers define how they want to assess learners.

Different instructors who use the same lesson plan will teach the same content to students. However, each instructor may use different

Key words

lesson plan:
The outline used to teach content

lesson competency:
A one-sentence statement about what learners will accomplish in the lesson

strategies for teaching the content. For example, some might lecture while others have students research and read on their own.

If this sounds familiar, it is because your JROTC instructors also use lesson plans. The JROTC lesson plans ensure that all JROTC students have the same curriculum. As a JROTC leader, learning about lesson plans will help you think about how to teach Cadets you are mentoring, coaching, or supervising.

The Four Phase Lesson Plan

Learning occurs in chunks. You have probably noticed that JROTC Student Learning Plans are divided into four phases. These phases support "how learners learn." The phases are Inquire, Gather, Process, and Apply.

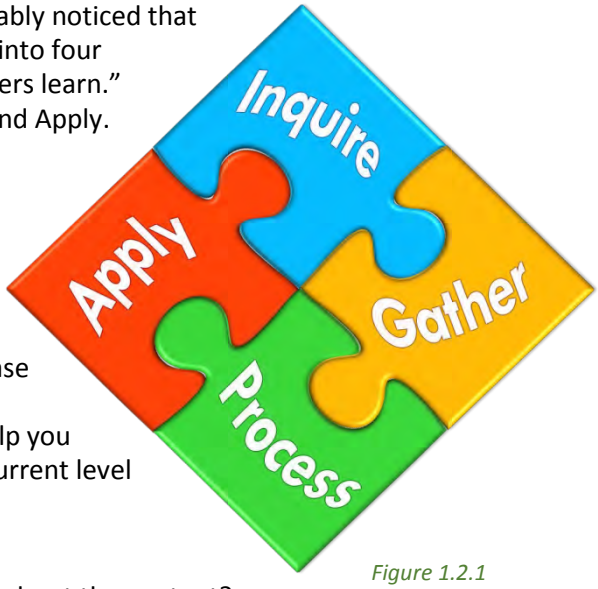


Figure 1.2.1

INQUIRE PHASE

The purpose of the Inquire Phase is to define the lesson's starting point. Teachers want to determine what students already know, or don't know, about the lesson content. The Inquire Phase answers "what" questions. Knowing the answers to these "what" questions will help you and your students understand students' current level of knowledge.

- What do learners know?
- What prior knowledge do they have about the content?
- What is the purpose of the lesson?
- How motivated are the learners to learn the content?
- What are some practical reasons for learners to participate in the lesson?

Figure 1.2.2

There is another reason teachers want to get learners thinking about the content before they have actually learned anything new. When students think, they may generate their own questions. They may think of similar things they already know. They build an expectation in themselves about what they want to learn. In short, the inquire phase primes students to learn—just as you might prime an old gasoline lawnmower before starting it!

During this phase, teachers might use an icebreaker or energizer as a motivating activity. These activities are often physically active games or other activities that increase group interaction, promote a sense of team, generate laughter and a sense of fun, and introduce the concept or lesson objectives.

Based on the time and the complexity of the content within a lesson, it's not always feasible to offer an energizer or icebreaker.

Typical teaching strategies for the Inquire Phase include:

- Agree/disagree worksheets
- K-W-L Charts
- Pre-quizzes or pre-tests
- Brainstorming

GATHER PHASE

Once a teacher determines the lesson's starting point, they can help learners gather information about the subject matter. During the Gather Phase, students research and collect information, synthesize information, evaluate ideas, or observe new skills. The Gather Phase answers "so what" questions. Some important "so what" questions to ask during this phase are:

Figure 1.2.3

- What is the new and essential information?
- What are the new concepts or skills?
- What connections or associations can learners make?
- What can students do to make sense of the new information?
- What new understandings can students construct?

Typical teaching strategies for this phase of learning include:

- Instructor lecture
- Student reading
- Team jigsaw readings and presenting
- Computer searches
- Viewing video presentations
- Reinforcing questions—are the learners "getting it"
- Thinking Maps®
- Note-taking

Figure 1.2.4

PROCESS PHASE

The Process Phase is the third phase of learning. The purpose of this phase is to use the new information, practice new skills, and engage in different activities. It's also a place to check for comprehension of the material presented during the Gather Phase. Prior to practicing a new skill, allow time for some question and answer assessments.

The Process Phase asks "now what" questions. Teachers can ask the following "now what" questions during the Process Phase:

- How can students explore concepts through a variety of learning activities?

Process Phase asks "now what" questions *(cont'd):*

- What ways can students make relationships among the information, concepts, or skills?
- What can students do to reinforce what they've learned in the Gather Phase?
- How can students practice and improve their ability to apply the new knowledge and skills?
- What feedback will help students improve their competence?
- What feedback will help the instructor continue teaching the rest of the lesson?

Some teaching strategies for this phase of learning include:

- Skills practice
- Comprehension activities—worksheets, quizzes, games
- Discussion
- Thinking Maps®
- Examining case studies or scenarios
- Role playing

APPLY PHASE

In the Apply Phase, learners try to make real-life applications of the new information, ideas, or skills. This phase will include some type of assessment or performance that shows that the student has learned the content.

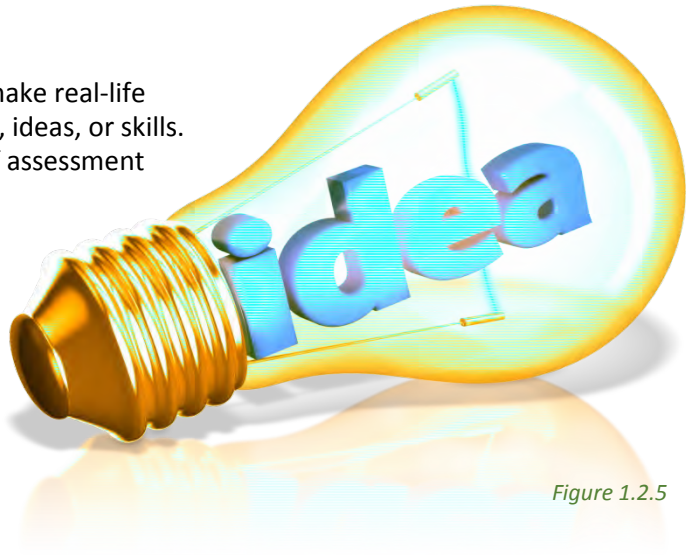


Figure 1.2.5

The Apply Phase asks "what else" questions. The questions that can help both the instructor and students during this phase are:

- What else can be done with the information?
- What else is needed to make the information usable?
- How can students demonstrate their ability to apply their new knowledge and skills in ways that are different from those experienced in the lesson?
- How can students demonstrate their ability to apply what they've learned in their lives?

Some strategies for this phase of learning include:

- Creating a written, oral, or multimedia product
- Solving a problem or set of problems
- Demonstrating a skill or procedure

Using Cooperative Learning Strategies with Groups

A cooperative learning strategy is one where a team of learners work with and depend upon each other to accomplish a common goal. These strategies are effective in the classroom, and in planning projects and events for JROTC Cadet teams.

Each team member is responsible for:

- Achieving an individual goal
- Instructing the other team members
- Receiving information from the other members
- Helping their teammates achieve their individual goals
- Reaching the group goal

Figure 1.2.6

The team members work both independently and as a group to gather, disseminate, discuss, and incorporate information into a single cohesive element.

Cooperative learning is based on the belief that all people are good at something, have the ability to help others, and can benefit from others help. This cooperation among all students leads to an exciting and far-reaching way of including all students with different abilities.

The best uses of a cooperative learning strategy are when the learning goals are important, the task is complex or conceptual, and when mastery and retention of the lesson are essential. These strategies include team building, team questioning, and team information gathering and sharing. As you read about these strategies, think about how you can use them in the four phases of learning.

TEAM-BUILDING STRATEGIES

Ideally, a team is a cohesive group of people. Since you are going to form teams when using a cooperative learning strategy, it makes sense to try to have the best teams possible. In *Figure 1.2.7* are a few team-building exercises to help you build team spirit.

Team-Building Exercises	
Team Cheer	The team creates a cheer for when they have completed a task and are celebrating.
Team Color	The team chooses a color to represent the personalities of the group members.
Team Excellence Symbol	The team decides on a physical symbol formed by the group that indicates they have finished an assigned task and have fulfilled the requirements of the task.
Team Food	The team selects food (candy, fruit, gum, etc.) that the whole group enjoys and can be used as part of their celebrations.
Team Logo	The team designs a logo that visually represents the team.
Team Name	The group decides on an appropriate name for the team.
Team Song	The team creates a song or selects a song that reflects the team's personality.

Figure 1.2.7

QUESTION STRATEGIES

In a classroom, a teacher calls on students to answer the question. When a student wants to ask a question, they will raise a hand and wait for teacher recognition before speaking.

This question and answer format doesn't work the same way with teams. However, teams can still facilitate questions, responses, and discussions. See *Figure 1.2.9* for effective ideas.

Figure 1.2.8

Question Strategies	
Heads Together	Pairs of students get together to answer a question, solve a problem, review an assignment, react to a video, generate a discussion, etc.
Partner Interview	Partners take turns interviewing each other to determine their level of understanding of a concept.
Round Robin	Each team member takes a turn adding information or sharing an idea; each class member shares an insight or new learning; each team member contributes to the creation of a writing project, etc.
Round Robin Brainstorm	Team members take turns adding to a group brainstorm.
Think-Pair-Share	Individually, students think about a question, pair with another student to discuss their thoughts, then shares their thoughts with a larger group or with the class.
Team Brainstorm	Team members randomly and rapidly contribute many ideas.

Figure 1.2.9

GATHER, SHARE, AND LEARN STRATEGIES

Anyone who has ever taught knows that time flies when brains are working! In a classroom, a teacher often struggles to do everything they planned during the class period. However, with a team approach, learners can sometimes save time by dividing information-gathering tasks and sharing what they learned. See *Figure 1.2.10* for exercises.

Gather, Share, and Learn Exercises	
Carousel	Teams work together to respond to different problems by moving from station to station. Alternatively, groups send their problem around to other groups so those groups can contribute to the solution by responding on a chart or piece of paper.
Conversation Circles	Form two circles with one circle inside the other. One student from each circle faces another student. In these pairs, students discuss questions posed by the teacher. Circles rotate two to four times in opposite directions so students discuss questions with new partners.
Jigsaw	Divide content into segments. Each team member is assigned a segment of a book chapter, website, research topic, etc. Team members return to share what they learned about their segment with the rest of the group.
Jigsaw and Expert Groups	Each team member has an assigned segment of information. Each member studies the assigned section independently. Members then find others from different groups who studied the same material. Together they review what they learned and reinforce the learning, clarify any misunderstandings, and fill in gaps. They become experts. They return to their original group and share their expertise.
Team Graphic Organizer	Together, a team prepares a single graphic organizer of information.
Team Product or Project	Teams produce a product or engage in a project as a culminating activity.
Team Performance	Teams prepare a performance or presentation based on a synthesis of what they learned.

Figure 1.2.10

Benefits of Cooperative Learning

Figure 1.2.11

Key words

group dynamics:
The attitudes and behaviors of people in a group situation

Figure 1.1.12

There are real benefits for using a cooperative learning strategy in the classroom. The **group dynamics** of cooperative learning requires a large amount of social interaction. Students share ideas and feelings. Team members get to know one another and develop a better understanding of other individuals. The students learn to trust, depend upon, and respect one another as they strive to achieve a common goal. Teammates get appreciation for what they can do; they are not rejected or ignored for what they cannot do. In this way, cooperative learning promotes positive relationships and attitudes among students.

Cooperative learning groups tend to be more creative than individual students or non-cooperative learning groups. Group dynamics encourage all team members to participate actively. Therefore, as the team generates more ideas, the quality and originality of the ideas can improve. If the team is trying to solve a problem, they generate more ideas for creative problem-solving activities.

Conclusion

You've seen that the four phase lesson plan is a tool for organizing what is taught. Learners benefit from this well-organized approach. Learners also benefit from specific activities in each phase of learning. Learning activities along with strategies such as cooperative learning can enrich the learning experience for students of all abilities.

Lesson Check-up

- **What is the importance of the sequence of the four phases of learning?**
- **What are the benefits of cooperative learning strategies?**

LESSON 3

Using Feedback with Learners

Key words

- **conviction**
- **preconceived**
- **rapport**

What You Will Learn to Do

Use feedback to enhance your effectiveness as a leader

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Explain** why feedback is important in the learning process
- **Describe** the characteristics of effective feedback

Essential Question

How can you give effective feedback to people you are teaching and leading?

Learning Objectives (cont'd)

- **Identify** the basic ground rules and tips for giving effective feedback
- **Define** key words: conviction, preconceived, rapport

Introduction

All students get feedback from their teachers. Sometimes the feedback is limited to comments or grades on papers, quizzes, exams, and the final grade. However, teachers can also give feedback while students are in the process of learning. This type of feedback gives learners an opportunity to correct their mistakes and/or improve their performance before they are graded. As a Cadet leader, you'll often be in a position to give feedback to less experienced Cadets. Feedback is also an important part of projects and continuous improvement. You'll use it in the After Action Review (AAR) process. This lesson examines how you can give feedback that is objective, acceptable, constructive, flexible, and comprehensive.

Types of Feedback

In general, feedback is information about improving the results of a process or performance. For example, if a coach finds that the football team is weak in defense tactics, the coach schedules the team for more tackling practice. Then he can give players practice, advice, and demonstrations on how to improve their skills. Similarly, when your unit completes a project, the executive officer will coordinate an AAR, which includes feedback and seeks to improve team member's performance.

In school, feedback is information learners receive from their instructor about their performance. This information may cause learners to take self-corrective action and guide them in attaining the goals of their schoolwork more effectively. Learners can receive feedback from at least five sources:

- Themselves
- The learning task
- Fellow Cadets/students
- The instructor
- School administration

Figure 1.3.1

People mainly give feedback for informational and/or motivational purposes. Informational feedback attempts to correct learner errors and should always be motivating. Motivational feedback motivates the learner to try harder but does not always provide information. A pat on the back or a word of encouragement may motivate a learner, but will not necessarily point out the errors in the learner's performance. As a Cadet leader, you will be in a position to provide both corrective and motivational feedback to Cadets you are coaching or mentoring.

Ideally, feedback provides constructive advice, direction, and guidance so that learners can improve. The feedback should be specific, so that learners are clear about how to improve. Feedback that is overly general can leave learners confused about what they are supposed to do. Learners must understand the purpose and role of feedback in the learning process; otherwise, they may reject it and make little or no effort to improve.

You can also give feedback to reinforce learning. Not all feedback can be used like this, but teachers and mentors should take advantage of opportunities to reinforce instruction. For example, if you see a first-year Cadet help another student you might say "What you just did shows you know how to practice the Army value of respect. There are many ways to do this, and you just gave us an example!"

Characteristics of Effective Feedback

As a Cadet leader, you want your team to be its best. Giving effective feedback is one way to accomplish that. Effective feedback includes statements about the learner's strengths as well as weaknesses and suggestions for improvement. The most significant characteristics of effective feedback are objectivity, acceptability, constructiveness, flexibility, and comprehensiveness. Let's take a closer look at each of these characteristics.

Figure 1.3.2

OBJECTIVITY

Effective feedback uses objectivity—it is fair-minded and unbiased. It focuses on the learner and the learner's performance. It does not include personal opinions, likes, or biases. For example, suppose someone you are mentoring does not complete a task for a team project. To give objective feedback, you'd tell the person the task remains incomplete and seek completion or corrective action.

DO: *"I noticed you haven't finished your task. Let's create a schedule for completing it."*

DON'T: *"You are always late getting things done. If you weren't so lazy and disorganized, you'd be finished by now."*

Ideally, you have documented criteria for evaluating a learner's performance. If learners know the criteria in advance, they'll understand what you expect of them. They'll also understand that the feedback is not personal—you are using criteria.

To be objective, feedback must be honest. It must be based on factual performance—not performance as it could have been or as you and the learner wish it had been.

ACCEPTABILITY

Give feedback in a way that learners will accept it. Give feedback with **conviction** and sincerity. Ideally, you have established **rapport** and mutual respect with learners before giving feedback. If not, you must rely on your manner, attitude, and knowledge to make the feedback acceptable to the learner.

Feedback that is acceptable to the learner respects the learner's personal feelings. This works both ways. Don't give hollow compliments. Don't criticize in a way that hurts someone's feelings. Effective feedback reflects your consideration of the learner's need for self-esteem, recognition, confidence, and the approval of others. Ridicule, anger, or making fun of someone has no place in effective feedback.

CONSTRUCTIVENESS

Constructive feedback focuses on information, issues, and observations. Constructive feedback avoids assumptions and interpretations. Give feedback based on what you've noticed or seen, not what you think about it. For example if you observed the person with an incomplete assignment goofing off in study hall, you can state this as a non-judgmental fact: "I noticed you were not working on your project in study hall last week." This is a non-judgmental way to make an observation. The judgmental way would be to say something that would make the learner more defensive: " Maybe you would be done with the assignment if you hadn't been goofing off in study hall last week." A comment like this also lacks constructiveness. There's nothing the learner can do to change the past. In a case like this, it might be useful to listen to the learner's reasons and move forward on how they can complete the task as soon as possible.

Constructive feedback should also include attempts to get at the learner's weaknesses. What kind of help does the learner need to be successful? Is the help cognitive, skill-based, or motivational?

Figure 1.3.3

FLEXIBILITY

You should always remain flexible in giving feedback by avoiding mechanical, predetermined techniques, and **preconceived** opinions regarding content, subject matter, and learner capability. Not all learners are the same, nor should your feedback to them be the same. This requires that you know something about the person you are giving feedback to.

Key words

conviction:
A strong belief or opinion

rapport:
A friendly relationship

preconceived:
To form an opinion before actual knowledge or experience

If you don't know the person, ask questions:

- Have you done this before?
- What part of the task seems confusing to you?
- Is this something you like to do or do you need some motivation?

COMPREHENSIVENESS

Comprehensive feedback is complete. It does not need to be extremely long, nor must it treat every detail of the learner's performance. You'll have to decide whether you can achieve the best results by discussing a few major points or several minor points. You should base your feedback either on what needs improvement or on what you can reasonably expect the learner to improve.

Finally, remember that feedback includes both strengths and weaknesses. Only you can determine a proper balance between the two. It is a disservice to learners to dwell on the excellence of their performance and neglect areas that need improving (or vice versa).

Ground Rules for Giving Feedback

There are some basic ground rules for giving feedback so it is constructive and helpful to the learner. These rules include:

- Establish and maintain rapport with learners.
- Cover the major strengths and weaknesses. Try to be specific; give examples if possible.
- Avoid trying to discuss everything. A few well-made points may be more beneficial than numerous, inadequately developed points.

Figure 1.3.4

- Try to avoid comments with "never" or "always"; most rules have exceptions. Your feedback may be incorrect or inappropriate for certain situations.
- Do not criticize something that cannot be corrected.
- Do not criticize when you cannot suggest an improvement.
- Avoid being maneuvered into the unpleasant position of defending feedback. If the feedback is honest, objective, constructive, and supported, no defense should be necessary.
- If part of the feedback is written, it should be consistent with the oral feedback.

To ensure the learner takes your feedback in the most constructive manner possible and uses it in a positive way, the following tips can be helpful:

- When learners do something right, let them know. This will reinforce their learning and give them motivation. Your encouragement and support means a great deal to your learners.
- Make sure to base your feedback on the evaluation criteria. Don't be arbitrary about your feedback.

- When you see someone doing something differently than you would ordinarily do it, consider whether it matters. Ask yourself questions such as:
  - Will it work the way they are doing it?
  - Is this a better way?
  - Will it cause problems for them later?
  - Is it safe?
- Allow for individual variations. Consider the learner's openness to suggestions before recommending changes that are not based on the criteria.
- Identify incorrect performance as early as possible. Give feedback as soon as you see the incorrect performance.
- Try to provide feedback in the most constructive way possible. Help learners understand how to do a task correctly—do not just tell them what they are doing wrong.
- Be aware of the learners' sensitivity to correction, especially in front of other people (generally avoided whenever possible). Keep your voice down when providing individual feedback. Avoid the temptation to point out one person's mistake to the whole group as an example.
- Give feedback less often as learner's progress.

Conclusion

It is important to realize that feedback need not always be negative or destructive. In fact, positive feedback is almost always seen as warmer and more sincere than negative feedback given in identical ways. As a potential instructor, coach, and mentor in JROTC, you must be able to give effective, positive feedback. By improving the way that you give feedback, you are improving the future performances of your teammates and classmates.

Lesson Check-up

- **Why is feedback generally given?**
- **What are the characteristics of effective feedback?**
- **Choose one tip for giving feedback and discuss it?**

CHAPTER 2

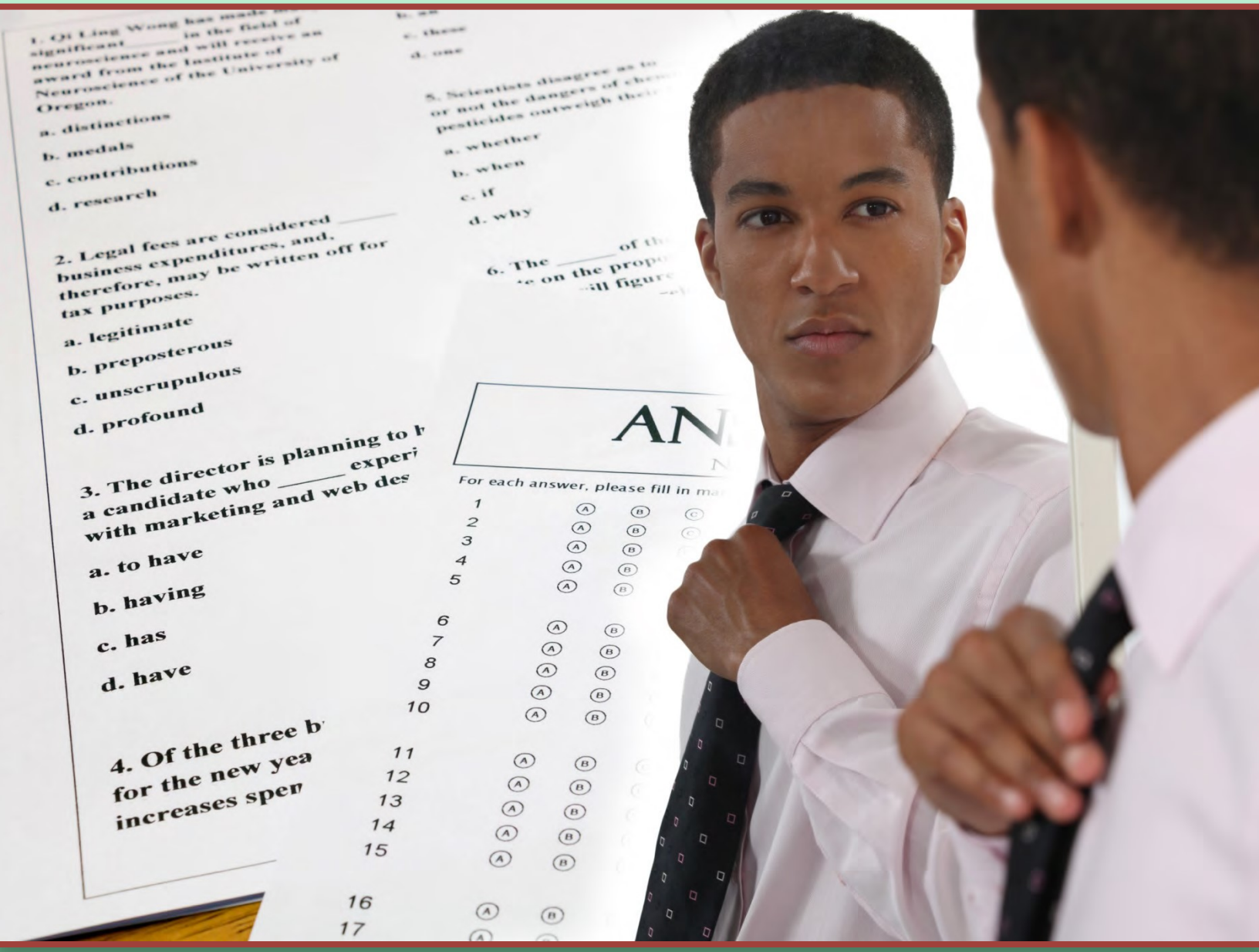


Figure 2.0

PERSONAL GROWTH AND BEHAVIORS

Chapter Outline

LESSON 1: Life After High School (p.30)

How will you manage the challenges in life after high school?

LESSON 2: Professional Development (p.50)

What are the three basic areas of your life that you must identify and develop for your professional and personal success?

LESSON 1

Life After High School

What You Will Learn to Do

Determine how to successfully manage yourself after high school

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Identify** how core abilities relate to life beyond high school
- **Analyze** the pros and cons of personal independence
- **Explore** aspects of a post-high school life
- **Evaluate** the importance of personal accountability

Key words

- **academic adviser**
- **academic organization**
- **academic probation**
- **accountability**
- **credit**
- **fraternity**
- **hazing**
- **international organization**
- **intramural athletics**
- **off-campus housing**

Essential Question

How will you manage the challenges in life after high school?

Learning Objectives (cont'd)

- **Define** key words: academic adviser, academic organization, academic probation, accountability, credit, fraternity, hazing, international organization, intramural athletics, off-campus housing, on-campus housing, political organization, professional organization, religious organization, residential adviser, rush, service organization, social organization, sorority

Key words (cont'd)

- **on-campus housing**
- **political organization**
- **professional organization**
- **religious organization**
- **residential adviser**
- **service organization**
- **social organization**
- **sorority**

Introduction

Life as an adult sounds great, doesn't it? It should! Upon high school graduation, you'll be faced with new opportunities and experiences. But, with each new experience you'll need to make decisions. Some decisions may challenge you. Just remember what your goals are. You already have what it takes to make good decisions.

Life Skills and Abilities

As you begin to develop your career path with knowledge and skills pertaining to your desired profession or career goal, think about it. If you've been accepted into college, then you've met the criteria for acceptance by acquiring the grades in specific courses you've taken and that appear on your transcript. If you've taken four years of high school English and received a C-grade or better for each course, then it is understood that you have the skills necessary to be successful in college English classes. You're competent in the writing process, types of essay formats, and the research process and paper. These are skills you'll need to successfully meet your college general education courses, and if you plan to pursue a degree in liberal arts, then you'll absolutely need those skills for your career path. In fact, even if you choose to go right into the work place or join the military, you'll need to be able to write. Writing is a necessary skill.

But, there are other skills—life skills that you've been developing and will always be important, regardless your role in life. Whether you're an employee, a student, an employer, or a teacher, life skills are important too. These are skills you've been using and developing throughout the JROTC program. They are called core abilities.

JROTC CORE ABILITIES

The JROTC Core Abilities describe the broad, life-long skills that every Cadet needs for success in all career and life roles. They are drawn from the overall goals and values that drive the JROTC program. Core abilities are not learned in one lesson or LET, but rather they are linked to lesson competencies in order to integrate or thread them throughout the JROTC curriculum.

The JROTC Core Abilities are outlined below.

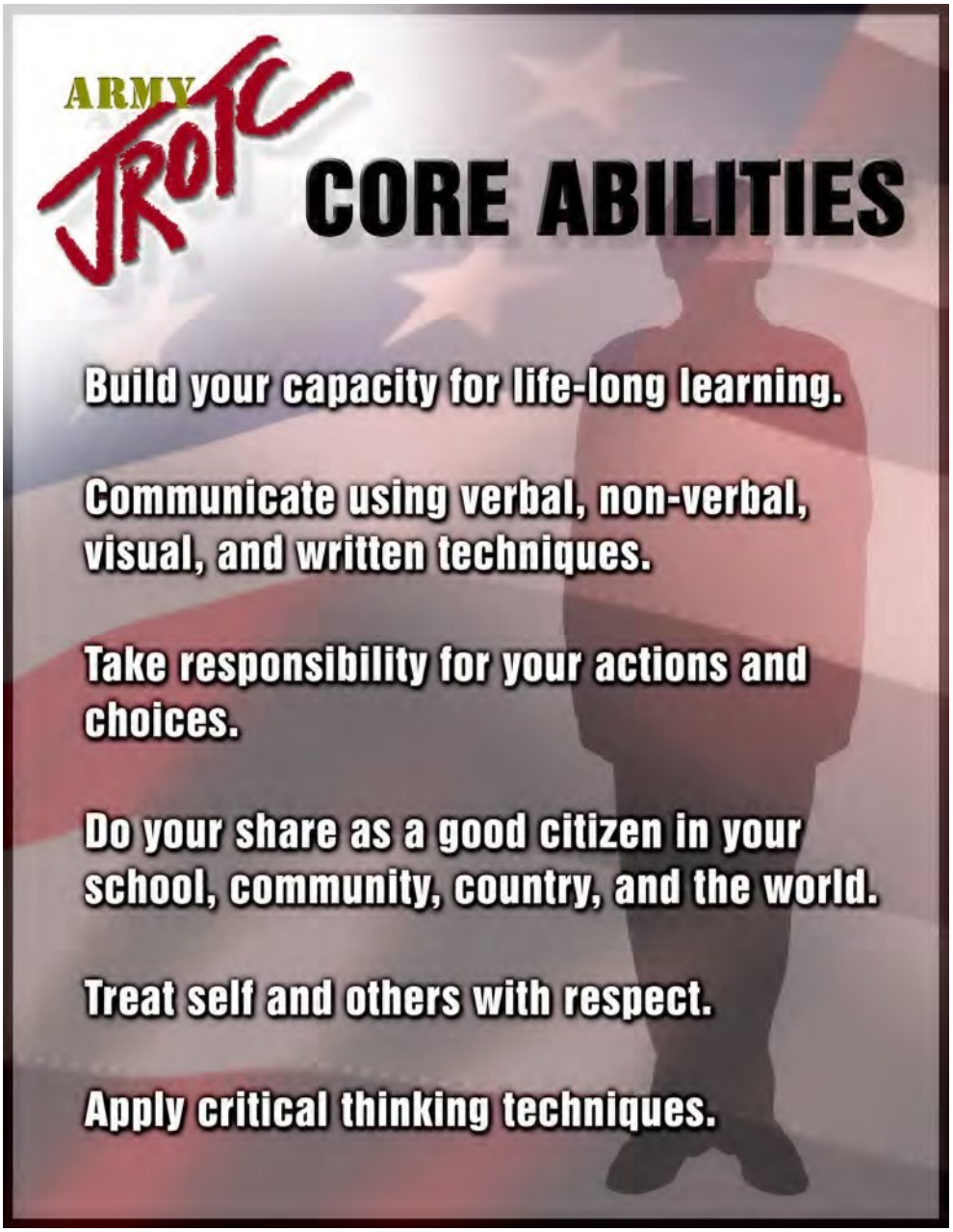


Figure 2.1.1

How have you used these core abilities in the JROTC program the past few years? How have you used them in your life as a student? How important do you believe them to be to your life as an adult?

There are many aspects to responsible adulthood. You've explored and developed many skills and abilities in leadership, personal growth, decision-making, health and fitness, service learning, team building, and citizenship.

You have a good start on the necessary skills and abilities to take that next step of independence and responsibility.

Aspects of Campus or Post-Secondary Living

You may be living away from home for the first time. You will have to make new friends. You may face great academic demands than you did in high school. You'll be exposed to activities, lifestyles, and temptations that you may not have encountered before. Perhaps most important, you will have to make many decisions for yourself. This may sound ideal because you have probably wanted more independence for a long time.

But there's a catch – you will also have to face the consequences of your decisions. Your parents, guardian, or a favorite teacher won't be there to cushion the blow if you make mistakes. You'll be on your own. Many college students get into trouble because they love the freedom of college life but don't realize that freedom carries responsibilities.

The more you know about the options, the better prepared you'll be to make good decisions.

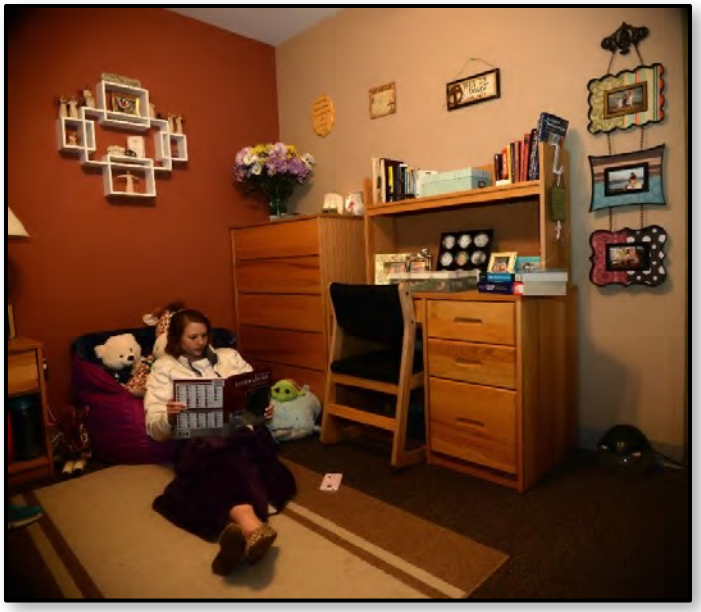


Figure 2.1.2

CAMPUS ORGANIZATIONS

Whether you go away to college or live at home and attend a nearby university, community, or technical college, you'll have options to attend class, study, work, and socialize.

Among the decisions you will make in college is what to do other than study. Colleges offer a variety of organizations and activities in which you can become involved. Participating in them can expose you to new experiences, broaden your perspective, and teach you skills that you'll find helpful when you enter the workplace.

For information on specific groups or activities at the college or colleges you're interested in, check each institution's catalog or website.

In the following sections, we will look at typical types of organizations that are available to college students.

Key words

academic organization: A group that helps members learn about an academic subject and meet other people with a similar interest

professional organization: A group that helps its members learn about careers in a particular field

Academic Organization

An **academic organization** is a group that helps members learn about an academic subject and meet other people with a similar interest. These organizations are similar to the Math club or other groups in high school. College will offer a broader choice of organizations and a wider range of experiences than high school can offer.

Figure 2.1.3

Other academic organizations on your campus may range from international groups such as a German club or an Asian studies society, to science groups such as a horticulture club or a women-in-science group, or cultural organizations such as the American Academic & Cultural Exchange. They may invite guest speakers, host educational events for the entire campus, and produce publications you can read and write for. Some even sponsor tours that include travel to other countries. Joining such an organization is a great way to deepen an existing interest or explore a new one.

Professional Organizations

A **professional organization** is one that helps its members learn about careers in a particular field. These organizations will often overlap with an academic counterpart. For example, science is both an academic subject and a profession. The difference is that the professional organization focuses exclusively on careers in science.

Figure 2.1.4

Political and Religious Organizations

If you are interested in politics, you will probably find on your campus an appropriate **political organization**, or group of people with similar political interests. This may range from a traditional group such as Young Republicans or Young Democrats to an activist group focused on controversial issues, such as climate change or immigration.

Figure 2.1.5

A **religious organization** unites students with a similar religious faith or interest. There are many such groups, like Korean Catholic Students' Ministry, International Christian Fellowship, Episcopal Campus Ministry, Hindu Students Council, Jews in Greek Life, Muslim Student Association, and more. It's not uncommon for a large university to have 50 or more such organizations.

Social Organizations

A **social organization** focuses on bringing a group of people together for social activities. It may be a group with a specific interest, such as ballroom dancing or skiing. Or it might be a **fraternity**, a men's student organization for scholastic, professional, or extracurricular activities, and having a name consisting of Greek letters. It could also be a **sorority**, a women's student organization formed chiefly for social or extracurricular purposes, and having a name consisting of Greek letters.

Fraternities and sororities offer opportunities to have fun, make friends, and do good things for the college and community. Many have their own "houses" where many of the members live. Fraternities and sororities play major roles in social life on some campuses. Many are national organizations; they establish chapters at campuses throughout the country. Some also have alumni groups.

But fraternities and sororities don't always have the best of reputations. Some are known for giving wild parties. Though most commonly associated with sororities and fraternities, **hazing** can occur in any student organization. Hazing is any act that inflicts extreme physical, emotional,

Key words

political organization:
A group of people with similar political interests

religious organization:
A group of people with a similar religious faith or interest

social organization:
Focuses on bringing a group of people together for social activities like a fraternity or sorority

fraternity:
Men's student organization for scholastic, professional, or extracurricular activities

sorority:
Women's student organization for scholastic, professional, or extracurricular activities

hazing:
Any act that inflicts extreme physical, emotional, or psychological pressure or injury on an individual or that purposely demeans, degrades, or disgraces an individual

or psychological pressure or injury on an individual, or that purposely demeans, degrades, or disgraces an individual.

Fraternities and sororities can provide wonderful experiences. However, they have some drawbacks. Consider everything membership entails before you decide to participate.

Recreational Organizations and Intramural Athletics

If you like to be physically active, you'll certainly find a recreational organization, a group focused on a specific activity that you can join and enjoy. Recreational organizations can be based on anything from a sport (fencing, tae kwon do, and squash) to the arts (dance and theater companies, comedy groups) to hobbies (photography, cars). If you enjoy competitive athletics but are not skilled enough to join a college varsity team, most schools offer a program in **intramural athletics**, which is sports competition between teams within the college, such as a dormitory or fraternity team. Intramurals are a great way to expand your base of friends on campus, to divert your attention (for a while) from the pressures of the classroom, and, of course, to help keep fit and healthy.

Figure 2.1.6

Service Organizations

A **service organization** is one that performs social or educational services for the community. Most campus social organizations also perform community service as part of their larger mission. For example, a fraternity may sponsor a car wash, or a sorority may give proceeds from a dance to a charity. A service organization is different from these because, as the name implies, its sole purpose is to serve. Service organizations can range from groups whose members provide tutoring or recreational opportunities for disadvantaged children to groups such as the campus American Red Cross club, which works with adults and families. Some campus service organizations are local; others have a national affiliation. Being part of such a group can provide some of the most satisfying activities at college.

International Organizations

An **international organization** is a group composed of people from a certain nation or part of the world or of students who have a special interest in such a place. Depending on the diversity of the student body

Key words

intramural athletics: Sports competition between teams within the college

service organization: A group that performs social or educational services for the community

international organization: A group composed of people from a certain nation or part of the world or of students who have a special interest in such a place

at your college, you could find international groups formed around countries from Australia to Zambia. Topics of discussion at these groups' meetings might include anything from international trade to international health to diplomacy. As we become more of a global society, joining an international organization while attending college may create more career opportunities after graduation.

College can be a confusing place. Deciding on which campus organization(s) to join might be challenging because of the number of options available. But you may face other decisions at college that will be even more difficult because they will affect your future in a big way. Fortunately, most colleges offer resources to help you overcome these difficulties. For new students, these resources provide real support when you need it.

Figure 2.1.7

Campus Resources

ACADEMIC SUCCESS CENTERS

An academic success center provides one-on-one or group study sessions, tutoring, specialized instruction, and self-paced tutorials. These centers can help if you start to fall behind in a certain subject. Maybe you want to understand a class better or you need to enhance your study skills. At most colleges, your tuition fee will cover the cost for these services. Some of these academic success centers may include:

- Computer labs
- Writing centers
- Math centers
- Tutoring centers
- Language labs
- Academic advising

Colleges encourage students to use these centers, because they want all students to succeed. Many campuses also provide online resources for study, including assistance from tutors.

LIBRARIES

One of the great benefits of college is access to books in the college library. Large universities often have several libraries. Some include a main library and smaller, specialized libraries in fields such as chemistry, mathematics, astronomy, and fine arts. In these libraries, you will find highly skilled, specially educated librarians who can help you find books and gain access to online information or other resources.

Figure 2.1.8

Libraries are also great places to study, undisturbed by music, loud talking, or other distractions Many college/university libraries are now available online, providing 24/7 access to books, journal articles, magazines, and other reference materials needed for research.

ACADEMIC ADVISERS

Your **academic adviser**, the person who helps you make decisions about your collegiate education, is one of the most important people you'll meet at college. A good adviser can help you choose classes, organize your schedule, find resources, or suggest ways to get the most out of your college experience. Although your adviser may also teach one or more of the courses you take, it's possible that you will see your adviser only when you register for classes each semester. Some colleges provide academic advising in their academic success centers.

Key words

academic adviser:
A person who helps you make decisions about your collegiate education

Figure 2.1.9

On most campuses, the college assigns an adviser to each student; a few colleges, however, allow students to select their own advisers. Once you've chosen your college, find out your adviser's name as soon as you can. When you get there, make an appointment, and stop by to get acquainted. Usually these relationships work out well; most advisers are knowledgeable faculty members as well as experienced counselors.

But personal compatibility and comfort are also important. If you find that you and your adviser are not compatible, you can go to the dean of students, who holds primary responsibility for student affairs, and request a reassignment.

SUPPORT, HEALTH, CAREER, SAFETY, AND OTHER SERVICES

College is not just a place for intellectual challenges. Many students face social, personal, physical, career, and spiritual challenges as well. Recognizing that students will sometimes need extra help, colleges provide a number of special services.

Support Services for Special Needs Students

International students, minority students, those with disabilities, or others with special needs can usually find sources for help in adjusting to campus life. These might range from individual counseling to group sessions. College support services can also provide academic accommodations necessary to meet individual learning disabilities.

Figure 2.1.10

Career Services

Most colleges offer career advisement to students or help them identify summer jobs or work-study programs, as well as full-time employment following graduation. Staff members of these offices sometimes help students set up job interviews.

At large universities, corporate interviewers will conduct interviews right at the career center. Companies looking to hire may also participate in some form of college-sponsored "career day" or other large event where students may meet company representatives and drop off resumes or do on-the-spot interviews.

Figure 2.1.11

Health Services

Most students receive health services through the campus health center. Physical and mental health services you receive from the campus center should remain confidential. In other words, the center will not share any health-related information with other campus offices or with organizations and individuals off campus unless you provide consent. If you are particularly concerned about confidentiality, ask about the health center's privacy policies.

Campus Safety and Security Services

All campuses have some type of security or police service provided to protect students and other members of the campus community. For example, if you are working at the library late at night, the campus police or an after-hours escort might walk you to your car. They will make sure that drinking doesn't become a problem for drivers, pedestrians, or anyone else. They also provide crowd control services during sports events or concerts.

Content Enhancement:

OTHER COLLEGE RESOURCES

- *Child care center*—Offers day care for students' young children
- *Registrar*—Oversees the office where students register for courses
- *Student newspaper*—Source of news and information about campus events and issues
- *Student government*—Student-elected body that discusses and helps resolve campus issues and serves as a liaison to the college administration
- *Student radio station*—Provides information and entertainment, as well as practical experience for students who are interested in media careers
- *College website*—Provides up-to-date information on campus news and policies
- *Recreation center*—Physical activity is a key component of a healthy lifestyle. Incorporating exercise and recreation into your daily routine can increase your energy and improve your confidence.

Personal Independence – Pros and Cons

A campus is a community. Like all communities, campuses have rules and regulations. Members of the campus community must be aware of these rules and policies and follow them. It's your responsibility as a student to learn about them. Unlike in high school, no parent, guardian, or teacher will be there to make sure you follow all the rules, meet all the deadlines, and fulfill all the requirements you will face as a college student.

RESIDENTIAL POLICIES

Figure 2.1.12

Some colleges require that all their students live on campus; others do not. Some campuses require freshmen or sophomores to live on campus but permit upperclassmen to live off campus. **On-campus housing** includes dormitories or residence halls owned and operated by the college. If you live in such a facility, you will be subject to its policies. You'll have a **residential adviser**, or an RA, who is an adult or upper-classman that lives in your dormitory and helps you solve living problems.

Key words

on-campus housing: Dormitories or residence halls owned and operated by the college

residential adviser: An adult or upperclassman who lives in your dormitory and helps you solve living problems

Many colleges now have co-ed dorms, meaning that men and women live in the same building. In some cases they share the same floor and even share bathrooms. If you do not want to live in a dorm with the opposite sex, find out what options your college offers and request a situation that is comfortable for you. Most colleges also offer "quiet" dorms or floors, in which students agree not to engage in rowdy behavior so that residents can concentrate on studying.

As a first-year student, you may have the opportunity to choose a dormitory, or even a room in a dormitory. But you must sign up by a deadline. If you've visited the campus and have your heart set on living in a certain building, don't miss out by forgetting the deadline for registration.

Off-campus housing includes apartments, houses, or rooms in someone else's home located off the college campus. Many of these are located next to or near the campus. If you plan to live quite a distance off campus, however, you may need a car, bike, or take public transportation you can easily access. Some large colleges and universities offer bus service for students living off campus.

Key words

off-campus housing: Apartments, houses, or rooms in someone else's home located off the college campus

credit: Point value that the college assigns to a certain course

ACADEMIC POLICIES

Every college has written academic policies. It is up to you to become familiar with the policies and procedures of your college. You can find them in the college catalog or on the school's website.

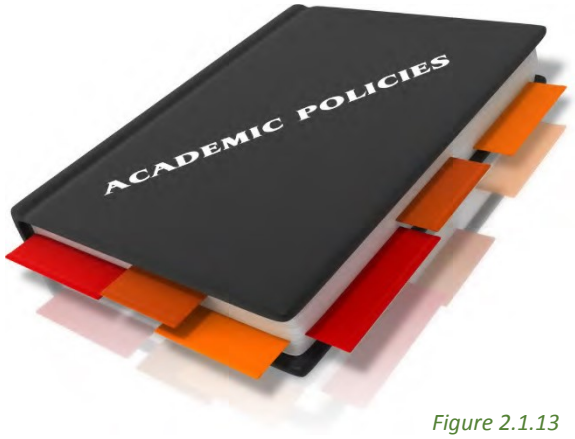


Figure 2.1.13

Academic policies cover a wide variety of matters, including how many semesters you have to live on campus to graduate, deadlines for adding or dropping a course, and how many courses you have to take during a semester to be considered a full-time student. They also cover social issues, such as the use of illegal drugs or alcohol. And they cover academic problems such as dishonesty and plagiarism.

Plagiarism is passing off someone else's work as your own. Plagiarism is considered a violation of academic integrity and in some cases can lead to dismissal from the college or university.

In order to graduate, you must earn a certain number of credits and fulfill requirements of your major. A **credit** is a point that the college assigns to a certain course. Every student must earn a certain number of credits to graduate. Colleges have different systems of credits. Most systems are based on the number of hours a class meets per week. For example, if your English class meets every Tuesday and Thursday, an hour each time, the class would probably be worth two credits. But this can vary. When you meet with your academic adviser, be sure to clarify the college's credit system. Then each time you register, make sure you are collecting enough credits to graduate on schedule. If not, you may have to remain in college for another term or two to earn the required number of credits to graduate and earn a degree.

Key words

academic probation: Grades have fallen below the minimum needed GPA to graduate and you are in threat of losing the privilege to attend college until grades have been increased

Colleges will also require that you maintain a minimum grade point average (GPA) to graduate. If you consistently get poor grades, you may not be able to graduate—or graduate on time. If your grades are very poor, the college may place you on **academic probation**; this means your grades have fallen below the minimum needed GPA to graduate. If you still do not raise your grades enough during this probation period, the school may refuse to let you return to take any further classes.

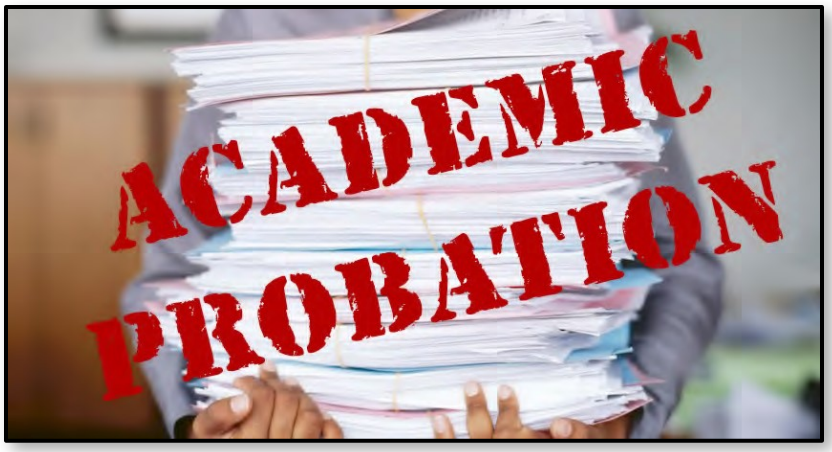


Figure 2.1.14

DEADLINES

Colleges set deadlines to ensure that things run smoothly. They are strict about enforcing them. These deadlines cover both residential and academic policies.

REGISTRATION FOR CLASSES

While you are still in your first semester, you will have to register for second-semester classes. The school will give a deadline. Don't miss it! If you want to register for a class that has 35 spaces, and 45 people want to take that course, the registrar will accept only the first 35 students who sign up. If that course is required for your major, you may be in trouble. Don't jeopardize your chance of completing all your required courses because you missed a registration deadline. Remember, the school does not offer all courses every semester.

DROP/ADD

What if you start a class and then decide that you don't like it? Maybe the course covers material that you're already familiar with. Maybe it's too challenging. Maybe the professor or teacher does not meet your expectations. Or maybe you have more course work than you can handle. To cover these possibilities, a college may have a drop/add option. Under drop/add, a student can attend a course for a week or two before deciding whether to take it or to drop it and substitute another course in its place. This is a significant opportunity. Colleges offer many courses—far too many for a single student to take in four years. It's a waste of time and money to take a course that's uninteresting, redundant, or over your head. Use the drop/add option if you feel it's appropriate.

Make sure you have an alternate course in mind when you use drop/add. Some students don't think through this process. They just drop a course without adding another. This may put them behind in acquiring the credits needed to graduate on time, or forces them to make up for the lost credits by having to attend a summer session. It may also cause you to fall below the required number of courses to be considered a full-time student. This may affect your ability to receive scholarship or tuition assistance funding.

EXAMS

Colleges post final-exam schedules each term. The exam may not be held in the room where your class met; it may also be scheduled on a different day of the week or time. Double-check the schedule, and then be there on time. Scheduling makeup exams is difficult.

Figure 2.1.15

Making Healthy Lifestyle Choices

In college, a healthy lifestyle, like a healthy GPA, requires making some choices. Staying physically fit keeps you alert for your classes. You'll also need to deal with interpersonal relationships, such as getting along with roommates.

STAY HEALTHY

College will put many demands on you—you cannot afford the time to be sick! So don't take good health for granted. You cannot make the most of your college experience if your body is not functioning well.

EAT WELL

Eating a well-balanced diet can be hard once you're on your own. Constant snacking is a temptation for some people, because at college you are always studying or running somewhere. People talk about the "Freshman 15," meaning the 10–15 pounds that the typical freshman puts on because of all the snack food they consume. Try to eat three well-balanced meals every day. It will help you stay alert and energetic.

Figure 2.1.16

Do not depend on caffeine from coffee or energy drinks to get through the down times—caffeine is addictive. Keep your intakes of salt, fat, and sugar at moderate levels.

EXERCISE REGULARLY

Figure 2.1.17

If you are used to working out, keep doing so. Find a regular time to go to the gym, and write it down in your schedule. Working out can also help you keep your weight down.

As a general goal, you should aim for at least 60 minutes of physical activity every day. The number of calories you burn may vary widely depending on the exercise, intensity level, and your individual situation.

If you haven't usually worked out in a gym, this might be a good time to start. However, you don't need a gym workout to keep physically fit. If you walk to class each day, especially if you are on a large campus, that's probably enough. Bicycling, running, swimming, or just getting on a treadmill are also great ways to exercise.

TOBACCO, ALCOHOL, AND ILLEGAL DRUGS

If you do not smoke now, don't let the stresses of college be the reason for starting. Although partying and alcohol are part of life on most college campuses, do not feel you have to join in the drinking. You can have a great time without it.

Figure 2.1.18

Drinking alcohol is a bad idea. First, underage drinking is illegal. Second, excessive drinking is a health risk. Finally, getting drunk can cause you, at best, to do things that will embarrass you the next day. At worst, it can cause you to do things that put your life, or maybe someone else's, at risk. Alcohol abuse is a major factor in campus sexual assaults and rapes. According to one study, as many as 1,400 college student deaths a year are linked to alcohol.

As for illegal drugs, the answer is simple: Don't use them, ever! If you think you need drugs to get through college, you need to seek professional medical assistance, and you probably are not ready for college!

RELATIONSHIP PROBLEMS: COPING WITH ROOMMATES

One of the biggest challenges for college students is relationships, and one of the first and most important relationship challenges involves roommates. Think about it, for many years you have probably lived with the same people—your family. They may not be perfect, but you know their quirks. You have adjusted to them, and they have adjusted to you.

Figure 2.1.19

Suddenly, you have to live with a stranger whose habits, likes, and dislikes may be quite different from your own. A roommate may want to listen to music when you want to sleep, entertain visitors when you want to study, or sleep when you finally have a chance to relax and talk.

As noted earlier, your college will select your first roommate. It will make this decision based on information you provide regarding your likes and dislikes. So the first step in finding a compatible roommate is to give this information frankly and in enough detail so it will not be misinterpreted. Don't try to be cool—just be honest. If, hoping to sound impressive, you say you are a bodybuilder because you lifted weights once a year ago, you might end up with someone who seems to live in the gym.

If the college sends you your roommate's name ahead of time, make contact in person or over the phone. If you do not seem compatible, ask for a change. It is better to do it early rather than waiting until school starts, when the pressures of college life will be on top of you. You don't want to have to pack up and move to another room once classes have started.

Figure 2.1.20

Content Enhancement:

TIPS FOR GOOD RELATIONS WITH ROOMMATES

- *Wait until all your roommates arrive before dividing up space.* Claiming space because you were there first is not a good way to start a relationship.
- *Respect pet peeves.* If a roommate hates to see toothpaste in the sink, be courteous and don't leave messes. Little things can strengthen or destroy relationships.
- *Air grievances politely.* If your roommate does something that annoys you, bring it up in a nice way. They may not even be aware of what's bothering you.
- *Don't buy things jointly.* If you need a toaster oven for your room, one of you should buy and own it. Don't split the cost. This will make it easier to divide possessions at the end of the year.
- *Be careful about rooming with friends from high school.* Unless you know your lifestyles are compatible, you could ruin a perfectly good friendship.
- *Divide housekeeping tasks fairly.* Develop and agree on a schedule for cleaning, cooking, and other chores.
- *Work out a study and sleeping schedule that everyone in the room can live with.* If necessary, do your studying in a quiet place such as a library rather than in your room.

MANAGING STRESS AND PREVENTING BURNOUT

Adjusting to college life is exciting, but it can also be difficult—no doubt about it. You need to protect your mental as well as physical health during your college experience. Here are some ideas on how to prevent two common, related threats to a college student's well-being: *stress* and *burnout*.

Stress

Stress is a mentally or an emotionally upsetting condition that occurs in response to outside influences. Stress can have both physical and psychological effects.

For many college students, the greatest source of physical stress is fatigue. You will have a lot to do at college. You may have to stay up all night at times during a term to study for

Figure 2.1.21

an exam or to write a paper. You may also stay up late for parties or other social events. You may travel home some weekends. You may not eat as well as you should, and this reduces your energy level.

Psychological stress comes from being away from home, feeling pressured to accomplish a lot in a little time, preparing for exams and writing papers, and dealing with social pressures.

Other sources of stress might include family emergencies, financial problems, difficulties with a boyfriend or girlfriend, or problems with a job. Though not related to school, they can complicate your already stressful college life.

The first step in dealing with stress is to identify exactly what's causing it. For example, if relationship problems are causing the stress, what is the real source? Is it your roommate? Or is your boyfriend or girlfriend making you irritable, and you're just taking it out on your roommate? Is the source of stress an overly demanding professor? On the other hand, is it the ineffective use of time management and poor study habits?

Burnout

One common result of stress in college is burnout, the feeling of being worn out and unable to carry on usual activities. A person with burnout often forces themselves to keep going to the point of physical and emotional exhaustion. Symptoms of burnout include irritability, anxiety, feelings of hopelessness, and lack of motivation and enthusiasm. You may feel burnout if you believe that you've put more into something than you have received in return, whether it is a course, a job, or a relationship. In its most severe forms, burnout can lead to depression and suicide attempts.

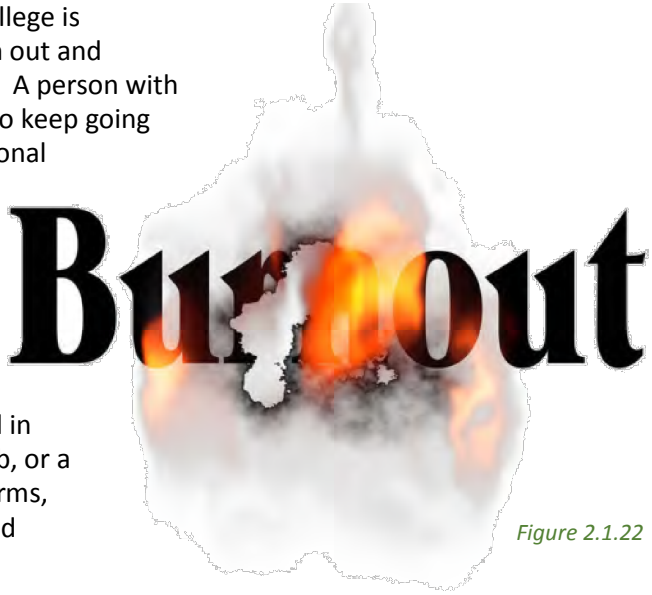
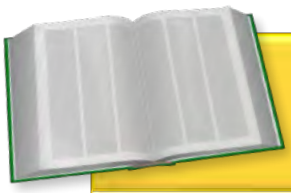


Figure 2.1.22

Figure 2.1.23

Taking some preventive measures will reduce your risk of burnout. For example, it might not be wise to be a full-time student while holding a full-time job. That's a big load for anyone to carry. Don't take more courses, or harder courses, than you can handle. Set high expectations for yourself, but be realistic.

A small amount of anxiety is normal. It's even beneficial. For example, if you are totally relaxed before a test, you may not perform as well as you otherwise would. On the other hand, too much anxiety is disruptive. It interferes with your concentration. The campus health center will have one or more experts to help you deal with stress, depression, and burnout.



Content Enhancement:

TIPS FOR MANAGING STRESS AND PREVENTING BURNOUT

- Maintain a balance among family, work, and play.
- Find satisfying activities that take your mind off your schoolwork for a while—for example, join a campus service organization, play a sport, create art, play a musical instrument, or pursue a hobby.
- Explore religion as a source of spiritual strength.
- Don't be reluctant to seek help—go to family members or trusted friends first. If that doesn't work, seek professional assistance from the health or counseling center.
- Ask yourself these questions each day:
  - Have I had fun? This could be something as simple as enjoying a good meal or a great joke.
  - Have I done something hard but worthwhile? If you haven't, you may be letting the hard things pile up—if you have to do all the hard things at once, your stress level will grow.
  - Have I helped someone? Doing something for someone else will give you a feeling of satisfaction.
  - Have I done something physically strenuous? Get some exercise every day—on a busy day; a quick walk around the block should do it.
  - Have I been close with someone? Spend time with someone you care about, even if it's only a short phone call.
  - Have I been in touch with nature? Don't just glance at the sunset or notice the wind—stop somewhere to appreciate the beauty around you, if only for a short time.

The Importance of Personal Accountability

When it comes to meeting deadlines, following campus policies, being academically honest, or maintaining a healthy lifestyle, personal **accountability** is key. Accountability is being answerable for the outcomes of your words and actions. No one expects small children to be accountable; they're too young. Adolescence involves a growing sense of accountability. Being an adult, however, means being fully accountable, accepting responsibility and consequences of an action.

The importance of being accountable is a hard lesson for many students to learn. If you sign up for a course and then skip classes or don't study enough, you will do poorly on exams. You might even fail. You are responsible for that failure. Don't expect your professor to be sympa-

Key words

accountability:
Being answerable for the outcomes of your words and actions

thetic to your excuses. You may have been able to talk your way out of trouble in high school, but that strategy won't work in college.

Other adults in positions of authority on campus will also expect you to be accountable. For example, your academic adviser will expect you to prepare for meetings. You'll need to become familiar with the course offerings for the next term, know the requirements for graduation, and come to your appointment with a list of courses you want to take. Your residential adviser will expect you to be accountable for your actions in the dorm. If you have a scholarship, the organization giving you the scholarship will hold you accountable for any requirements connected with it, such as maintaining a certain GPA.

Conclusion

Think about all the decisions you will make for yourself and your life after you graduate from high school. You may head off to college and perhaps move away from home. You will have choices to make regarding courses you will take, friends you'll make, organizations you may join, and how you will spend your time. All these decisions will have consequences. Enjoy the beginning of your adult life by making mature decisions, and take pride in the results of your efforts.

Lesson Check-up

- **List three types of resources on campus available to help and protect students.**
- **Why should you have a good relationship with your academic adviser?**
- **List some of the deadlines you must be aware of at college.**
- **Explain ways to maintain your physical and mental health in college.**
- **What are some questions that you should ask yourself every day to make sure you are not becoming a victim of stress or burnout?**

Professional Development

Key words

- **appraise**
- **attitudes**
- **career ladder**
- **compassion**
- **courtesy**
- **dependability**
- **equity**
- **fruition**
- **loyalty**
- **mutual trust**
- **organizational values**

What You Will Learn to Do

Appraise your plans for the future

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices

Learning Objectives

- **Distinguish** between professional and personal goals
- **Determine** how personal goals and values affect professional success
- **Explore** aspects of professional development
- **Identify** your professional and personal goals for the next 10 years

Essential Question

What are the three basic areas of your life that you must identify and develop for your professional and personal success?

Learning Objectives (cont'd)

- **Define** key words: appraise, attitudes, career ladder, compassion, courtesy, dependability, equity, fruition, loyalty, mutual trust, organizational values, perseverance, professional development, risk-taking, work ethic

Key words (cont'd)

- **perseverance**
- **professional development**
- **risk-taking**
- **work ethic**

Introduction

Hopefully by now, you've set some long-term goals for yourself. You may have a career in mind and college will help you see it to **fruition**. You may have already been accepted to a college or university and feel you're well on your way to obtaining your future goals. But, just as you've undoubtedly put effort into what you plan to do next year or even the next four years, you still have a future and goal-setting doesn't end upon graduating from high school or college.

Key words

fruition:
An accomplishment, realization, or attainment of something, like reaching a goal

Figure 2.2.1

Your career is one of the most important parts of your life. You'll depend on it to earn a living. If you choose the right career, it will also give you great professional and personal satisfaction.

Your high school curriculum has helped you acquire and build upon skills necessary for academic success, whether math skills, writing abilities, or critical thinking skills developed through reading and application of knowledge. The JROTC curriculum has helped you develop knowledge, skills, and abilities in leadership, personal growth, and team building. Your entire high school career has been an investment in building and equipping you. But, now it's up to you to determine what you need to continue growing as a professional, as a citizen, as a spouse one day, or even as a parent.

In this lesson, you'll look ten years down the road of your life and **appraise** what you have now and determine what other knowledge, skills, and abilities you might need to develop for your professional and personal growth.

Key words

appraise:
To estimate the value of worth, quality, or importance of something; to assess

professional development:
The process, plans, and achieved credentials that help you grow professionally

Professional and Personal Development

Think 10 years down the road of your life. What do you suppose your life will be like? You might respond with, "I'll be in sales making $60,000 a year." That statement says a lot about your professional and personal goals. The statement indicates that you have a professional goal to be in sales. On the other hand, the statement implies that you have a salary that will be personally satisfying to you, therefore making it a personal goal. But, where do these goals fit on your timeline? How will you attain the goals?

Figure 2.2.2

You may want a career in sales. Some sales representatives enjoy their work so much that they prefer to remain in that role, and they may be content with the same salary for years upon years. If so, then that person's personal and career goals may be fulfilled. Others aspire to become sales managers, supervising the work of several sales representatives. Or, if they work for a large organization, they may want to become zone sales managers, regional sales managers, or sales vice presidents. These progressive moves require **professional development**, all while maintaining a career goal in sales.

Your future employer may offer training programs that will allow you to acquire new skills that you'll need in your current job and for future advancement. The company may provide opportunities to move on to higher-level jobs. Many large companies have also invested money in formal training programs in order to keep employees from moving to another company, especially a competitor.

With smaller companies, however, formal training isn't always available. In fact, more often than not, you are in charge of your own professional development. In your grandparents' day, an employee often spent their whole working life with one organization. That organization took care of professional development for its employees. Today, most people work for several organizations over the course of a lifetime. They should not depend on their employers to help them grow their careers. Therefore, if you want to advance within an organization, it must come from your own efforts. You will have to do a lot of your own research to find good opportunities for professional development.

Figure 2.2.3

Similarly look at your personal goals too. Will the salary you desire to achieve meet your lifestyle needs in five or 10 years? If you have a family in that time span, the original salary you wished for may not be as sufficient as you thought. Even if family is not a personal goal, you may have other personal goals such as leisure travel or material possessions that you wish to acquire.

The goals you have set for your future are ultimately up to you. You set them and continually appraise where you are in achieving them. Consider some very long-term goals you have professionally and personally. What kind of plans for development will be necessary for you to achieve them in the next 10 years?

Professional Development

Planning your professional development includes two main activities:

1. *Identifying* the knowledge, skills, and attitudes you need for success in your career.
2. *Developing* that knowledge and those skills and attitudes. Suppose your goal is to be a corporate executive. First, you have to identify the knowledge, skills, and attitudes you will need to do well in that career. Some of these might be:

Knowledge	Skills	Attitudes
• How to sell things • How to manage money • How to manage people	• Sales and marketing • Financial planning • Management/ leadership	• Concern for pleasing customers • Conscientious money-handling • Commitment to professional growth of subordinates
How to manage a company	Organizational ability	Desire to promote company welfare

To rise to the top in business, you'll eventually need to know more, acquire more skills, and cultivate other attitudes. But this list is a good starting point. You can make a similar list for any other career that you want to pursue.

How do you develop the knowledge, skills, and attitudes you need? You begin by becoming educated. You complete high school with a good grade point average. You learn as much as you can in subjects like History, English, Math, and Science. These will help you in any job or career.

If you go to college, you will extend your education by majoring in a subject that coincides with your career ambitions. Graduate school choices should enable you to further deepen your knowledge, skills, and attitudes.

Figure 2.2.4

If your career goal is to be a journalist, for example, you will study subjects that will give you the knowledge necessary to write about many subjects. In your classes, you will perform exercises and write articles that will help you acquire the skills to write news stories the way a professional journalist does.

You might do an internship to get on-the-job experience. You will also bring certain **attitudes**, such as curiosity, inquisitiveness, objectivity, and love of language to stories you write about that will help make you a good journalist. College will help you refine those attitudes to the point where they become second nature. You'll be able to express them constantly in your work, giving your articles a distinctive writing style.

Key words

attitudes:
A tendency, manner, disposition, or position on a person or thing

career ladder:
A series of jobs that one progresses through as they build toward their career goals

High school, college, and graduate school are only the start of your professional development. Developing new knowledge, skills, and attitudes will continue throughout your career. The organization you work for may give you the opportunity to enroll in a training program to improve your skills. It may pay tuition fees that will enable you to attend an adult education program in a community college or even enroll in classes at a university. It may offer you a chance to take part in career-testing programs to identify attitudes that you must develop to be successful. Some organizations may offer a **career ladder**, a series of jobs that, over time, will take you higher and higher in the organization.

Figure 2.2.5

You will want to take advantage of as many of these career-developing opportunities as possible. Self-learning, however, is just as important. Self-education opportunities are everywhere, once you start looking.

IMPROVE YOUR KNOWLEDGE

Keep up with your areas of interest by reading books, magazines, and journals to improve your knowledge— or even by watching quality television programs. Attend lectures by well-known people in your field. Take advantage of opportunities to travel and meet "as many different kinds of people as you can." You can also write articles for professional journals. Writing is one of the best ways to learn about a subject, because in order to explain it to others you have to know it well yourself.

Figure 2.2.6

EXPAND YOUR SKILLS

Practice and expand your skills by doing volunteer work. For example, if you are in the computer field, volunteer to help a community nonprofit organization maintain its computers. Teach computer skills at a local senior citizens' home. You'll have the satisfaction of helping others while improving your skills.

DEVELOP GOOD ATTITUDES

Attitudes may seem more abstract than skills. But those, too, take work. A positive "can do" attitude will help you become a better person—and a better professional. You can develop good attitudes on the job, in a volunteer program, when you are out with your friends, or at home with your family. Make it a conscientious effort to look for the opportunity behind every challenge.

Personal Development

Your personal development is also up to you. It is just as important as your professional development. Remember, if you desire to earn a certain salary, or learn how to play tennis, or be a volunteer, you get to choose that. You get to pursue those and in so, develop personally.

> What you value will also make a difference in your personal development. If you value helping others, then finding opportunities to volunteer or serve will contribute to personal growth.

Good personal values are a key to your success in life. The good news is that you do not have to work on your personal goals and professional goals independent from one another. Personal values, personal goals, and professional goals are all interrelated and will contribute to your definition of success.

PERSONAL VALUES IN THE WORKPLACE

The values of a workplace start with each individual's personal values. How do you measure up in these areas?

A Positive Attitude

Figure 2.2.7

A positive attitude is a fundamental requirement in any work setting—in a classroom, on an assembly line, at a construction site, or in an office. If you want to succeed, you must keep a positive attitude toward yourself, your coworkers, your boss, and even your boss's boss. This isn't always easy. It can be especially hard when you feel your team member in a class exercise or a coworker, for example, isn't pulling their share of the load, or when you think your boss is unfair.

Being a complainer is never the solution. The most popular and productive people in any work environment are usually those with the best attitudes. These people inject humor into work. They bolster team spirit. This makes everyone happier and more productive. An upbeat attitude is contagious. Being negative all the time, on the other hand, will turn people off. It will eventually affect your success on the job.

Key words

courtesy:
Consideration and cooperation in dealing with others

Courtesy and Enthusiasm

Being courteous is more than saying "Please" and "Thank you." It's more than being polite. **Courtesy** is consideration and cooperation in dealing with others. Being courteous means always being helpful to other people—customers, coworkers, subordinates, supervisors, and anyone else you deal with.

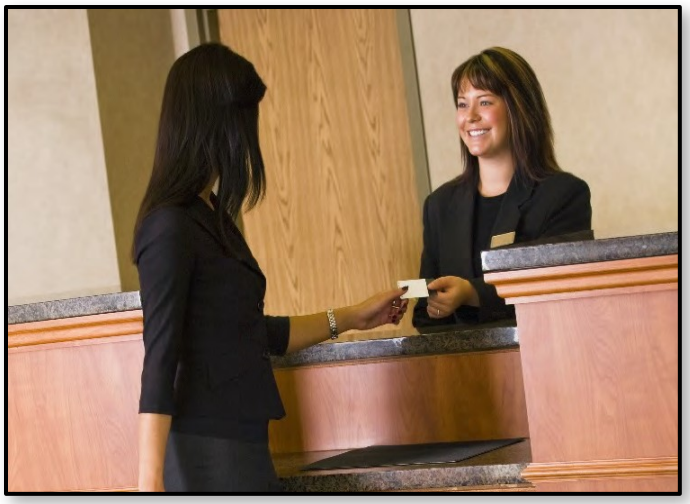


Figure 2.2.8

Enthusiasm ties in both with a positive attitude and courtesy. Each of these traits can create success or spell failure for an organization. Can you remember a time when a worker in a store, a bank, or another business was not courteous to you or seemed bored? Did you feel like going back? How about a phone conversation with a customer service representative who did not know how to deal with your problem?

Courtesy and enthusiasm, like a positive attitude, are contagious. You should practice them wherever you are or go, and you will build a successful career.

Compassion and Caring

Compassion is a feeling for and understanding of another person's situation. To show compassion is to put yourself in the other person's shoes. How does this person feel? Your organization and your coworkers will judge you based on how you treat people. When employees treat one another poorly, they create poor morale. Poor morale leads to poor performance.

Dependability and Reliability

Dependability is the quality of being dependable or reliable. It means showing up on time, but it's more than that. A dependable person will be trusted.

Employers can count on people who are dependable and reliable to get the job done well and to get it done on time—even in tough times. Whether you are a boss or an employee, you always want to be dependable and reliable.

Perseverance

Figure 2.2.9

Perseverance is the quality of sticking to something until you achieve it. It's persistence. A person who perseveres learns from mistakes. Perseverance is one of the most important factors in personal success, whether it's finishing a project due in science class, or making the school track team when most of your friends thought you did not have a chance. It's about not quitting. No one achieves success without a lot of hard work. And no organization gets to the top without employees who keep working hard to reach their goals, and those of the organization.

PERSONAL AND ORGANIZATIONAL VALUES

Successful individuals and successful organizations share many of the same values. Among them are the following:

Work Ethics

Ethics are the basic values or standards that govern people and organizations. Showing a good **work ethic** means taking into consideration the effects of your decisions and actions on all people

Key words

compassion:
A feeling or understanding of another person's situation

dependability:
The quality of being reliable or dependable

perseverance:
The quality of sticking to something until you achieve it; persistence

work ethic:
Taking into consideration the effects of your decisions and actions on all people connected with your organization—employees, customers, owners, suppliers, and competitors

connected with your organization—employees, customers, owners, suppliers, and competitors. Ethics come into play when you have to make a difficult decision. When you face a decision at work, ask yourself the questions below:

1. Is it legal? Will I be violating either civil law or company policy?
2. Is it fair and balanced to all concerned in the short-term as well as the long-term? Does it promote win-win relationships?
3. How will it make me feel about myself? Will this decision make me proud? Will I feel good if a newspaper publishes my decision? Will I feel good if my family knows about it?

Making the decision, although challenging, is just the first step. The most difficult part of being ethical is *doing* what is right, not simply deciding what is right.

Honesty and Integrity

Honesty strengthens an organization. Even when the truth hurts, it is best in the long run to be open and honest.

Integrity is commitment to a code of values or beliefs that results in a unified, positive attitude and approach to life. It is a sense of wholeness in your actions and beliefs. A person with integrity "walks the talk."

Honesty and integrity in making business decisions have significant long-term effects. A lack of honesty and integrity, by contrast, eventually drives away customers and demoralizes employees.

Loyalty

Loyalty is being faithful to someone or something. Loyalty is a two-way street. If you tell an organization or a supervisor you will do something, you must follow through and do it. If you do not, you are being disloyal. Likewise, if an organization makes you a promise, it must follow through on that promise.

Figure 2.2.10

In today's work environment, where people may change jobs many times, loyalty is often in short supply. Being loyal helps make personal and organizational relationships successful.

Mutual Trust and Respect

Mutual trust develops when people and organizations know that they can rely on one another to do the right thing. Trusting someone does not mean that you necessarily agree with that person. It simply means that you know where they stand. You know that such people mean what they say. As a result, you respect them. Trust and respect don't happen overnight; you must earn them over time.

Key words

loyalty:
Being faithful to someone or something

mutual trust:
Trust that develops when people and organizations know that they can rely on one another to do the right thing

Personal and organizational trust are based on dependability, faith, and ongoing communication.

Figure 2.2.11

Competitiveness

Have you competed in a sports event, a spelling bee, a debate, or any other type of contest? If so, you know what competition means. In the workplace, the objective is sometimes more complex, but the purpose of competition is the same—winning, beating a competitor to a new product or source of customers. Competitiveness is essential in a business environment. Your employer will value you if you can help the organization do well against the competition.

Patience

In a work environment, you may often be under pressure to get things done as quickly as possible. That won't always happen. Delays and problems will come up, despite your efforts. When they do, you'll have to be patient. Patience is the ability to bear difficulty, delay, frustration, or pain without complaint. People who are patient have a calming effect on those around them. Once people calm down, everyone can focus on getting an essential task done.

Key words

organizational values:
The values that a company or organization states and displays as evidence

equity:
The quality of being fair or impartial; fair or just

ORGANIZATIONAL VALUES

From a career perspective, some values apply more to organizations as a whole than to their individual employees. **Organizational values** include the combined personal values of the people in an organization and the values of the organization itself.

Strong organizational values such as the following can make the difference between a good organization and a great one.

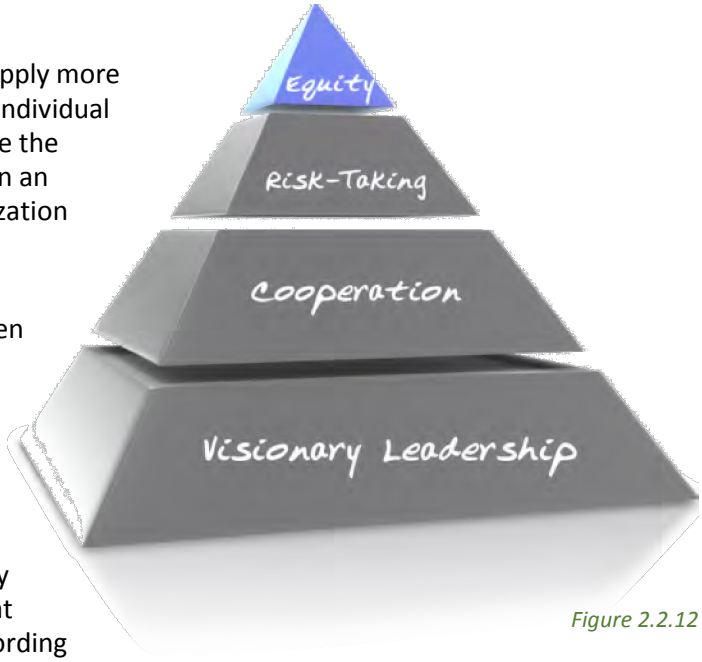


Figure 2.2.12

Equity

People want to work for an organization that has equity. **Equity** is equal justice or fairness. For example, an organization that pays its employees fairly based on skill and experience is a firm that practices equity. It promotes people according to accepted practices that it sets forth in writing. Leaders of an equitable organization don't play favorites.

Key words

risk-taking:
Taking chances

Risk-Taking

Risk-taking is taking chances. An organization usually needs to take risks if it wants to get ahead—otherwise it can get stuck in a rut or in outdated ways of doing things. It should not, however, take foolish risks.

An organization that is a healthy risk-taker is an exciting place to work. Its employees are stimulating people because they, too, have adventurous spirits.

Cooperation

A spirit of cooperation stands out in organizations whose employees excel at teamwork. Teamwork is as important in the workplace as it is on the basketball court or football field.

Figure 2.2.13

Visionary Leadership

Visionary leadership is leadership exercised by people who have a clear sense of where they are guiding their organizations and who can persuade others to follow them. Visionary leaders see into the future. Most people find it satisfying to work for an organization with visionary leaders because they feel they are participating in an important effort.

Conclusion

Your future is just that—your future! You may have a distinct plan for your life, both professionally and personally. Goal setting and planning are key to helping you achieve your dreams for success. As you think ahead to the next 10 years of your great life, consider the professional and personal opportunities you may need to pursue, to learn about, and build upon.

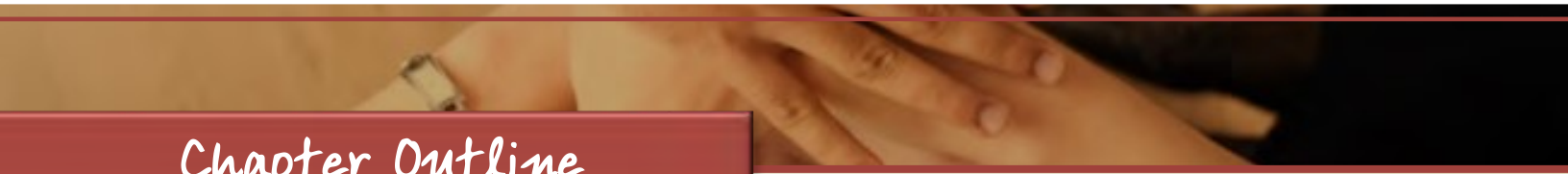
Lesson Check-up

- **What are three organizational values that any successful organization should have?**
- **Why are your personal values and goals important to your professional development?**
- **What are three values that are common to successful people and to successful organizations?**
- **How do knowledge, skills, and abilities relate to professional development?**

CHAPTER 3

Figure 3.0

TEAM BUILDING



Chapter Outline

LESSON 1: Motivating Others (p.64)
How will I motivate my teammates?

LESSON 2: Communicating to Lead (p.72)
How can communication skills help me lead and motivate more effectively?

LESSON 3: Company Drill (p.84)
How do you properly execute company formations and movement?

LESSON 4: Battalion Drill (p.98)
What are the specifics involved in the formations and inspection procedures for battalion drill?

Motivating Others

What You Will Learn to Do

Apply motivation strategies to teams

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Identify** how individual performance within a team is influenced by the leader
- **Explain** the six tactics to motivate others
- **Define** key words: complement, intangible

Key words

- **complement**
- **intangible**

Essential Question

How will I motivate my teammates?

Introduction

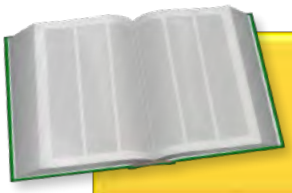
Leaders spend a great deal of time and effort studying the technical aspects of their jobs. However, in order to lead effectively, they must also know what makes people "tick." By studying human behavior, leaders learn why people act and react in certain ways. Plus, leaders who care about their subordinates and are attentive to their needs are better able to motivate them in accomplishing unit goals. This lesson explores the role of motivation in accomplishing team goals and how individuals are motivated by various methods including the satisfaction of personal needs.

It is important that leaders learn why human beings act and react in certain ways and to identify various types of behavior. They also must learn how to influence the behavior of subordinates so that their personal goals **complement**, or reinforce the goals of management.

Key words

complement:
To complete

Motivation



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Motivation supplies the will and initiative to do what is necessary to accomplish a goal. Ultimately individual motivation comes from within a person, however, a leader's actions and words affect it. A leader's role in motivation is to recognize the needs and desires of their team members, to align and raise the team member's individual desires into team goals, all the while inspiring them to accomplish the organization's larger goals. Some people have high levels of internal motivation to get a job done, while others need more reassurance, positive reinforcement, and feedback.

Motivation is the reason for doing something or the level of enthusiasm for doing it. Army leaders use the knowledge of what motivates others to influence those they lead. Understanding how motivation works provides insight into why people may take action and how strongly they are driven to act.

Although there is no simple formula for motivation, we can provide a basic view of what motivates people. Keep in mind that this view is a simplification for you to use as a guide. It assumes that needs motivate people and that a person's motivation to reach a goal depends on whether the person perceives that the goal will satisfy any of those needs. Realizing that different people react to varying needs will allow you to arrive at appropriate decisions and actions in a particular situation.

Figure 3.1.1

People are motivated by forces such as values, self-interest, kindness, worthy causes, and others. Some of these forces are internal—such as fears and beliefs; and some are external—such as danger, the environment, a chance for promotion, or pressures from a senior, subordinates, or one's family. Forces combine to determine what a person is motivated to do in a given situation.

Remember, since needs form the basis for actions and leaders must motivate by understanding these needs, leaders must understand how needs drive individuals, people, or teams to action. The major areas on which a leader should focus include the thorough understanding of human needs and staying directed toward satisfying them.

Keep a broad point of view on human nature and motivation. Focus on the following motivational tactics:

- Utilize both rewards and corrective actions as needed to motivate the team and/or individuals.
- Satisfy individual and team needs by establishing short-term goals or tasks for individuals and teams to reach, leading to larger goal accomplishment.
- Set the example for all team members to follow.
- Make tasks within the unit assignment challenging, cooperative, and helpful in building team member's capabilities.
- Create a healthy culture within the unit—one that promotes trust and respect as well as an understanding and acceptance.
- Create self-motivation in subordinates—this is the most powerful and lasting form of motivation. Most people can become self-motivated if taught leadership attributes.

The following sections review each one of these tactics in more detail.

Using Rewards and Corrective Action

The opportunity to win a reward is a sound motivator. A ribbon, a medal, a certificate, or a letter are only small tangible objects, but they mean a great deal to someone psychologically. These rewards have motivating power because they are a way of satisfying social and higher needs. Awards symbolize a proud achievement.

Figure 3.1.2

Intangible rewards (such as praise or recognition) can also enhance motivation. Rewards can also include a simple "well done" or a "pat on the back," a promotion, or a favorable evaluation. If leaders recognize and confirm each person's importance and value to the organization, motivation will be strong. Highly motivated teams with high morale usually have leaders who take a personal interest in them and are understanding.

Corrective action or punishment can be used when there is an immediate need to discontinue dangerous or otherwise undesirable behavior. It can send a clear message about behavioral expectations and the consequences of violating those expectations. Use this principle only when it is necessary to motivate people who do not respond to positive motivation. However, before resorting to this approach, be certain that the task, mission, or standard was clearly communicated prior to the infraction.

Key words

intangible:
That which has a value not dependent on physical makeup

Establish Goals and Tasks

Leaders must provide purpose and goals for the group. By selecting the best course of action to reach a goal, they provide purpose. By explaining the reasoning behind decisions and demonstrating their own enthusiasm for the task, they provide direction and assistance in accomplishing the goal. This direction should also include information on the required standards of performance.

Figure 3.1.3

Goal setting is a way of shaping motivation. The key is to set achievable goals. Larger goals can be broken into smaller goals to keep individuals engaged. To work, the individual must have the necessary skills and abilities to perform the task, have some reason to be committed to the goal, and receive feedback to gauge progress. Task assignment and goal setting should account for the characteristics and limitations of those performing the task.

It is important for the leader to define "what" and "why" clearly. Subordinates should be able to start the process with the end in mind by knowing what success looks like and how they can track progress. Motivation increases when subordinates understand how their role relates to larger and more important outcomes. This is important because such links are not always obvious to subordinates.

Another way of leveraging this motivational tactic is to include team members in the planning process. Participating in the planning of tasks can be a highly motivating experience. By contributing ideas to a plan, subordinates then have a personal interest in seeing the plan succeed. Plus, it improves communication, which improves teamwork.

Improved communication also gives everyone a clearer picture of the objective so that they can use their initiative to achieve it.

Set the Example

Figure 3.1.4

If leaders show their subordinates how to act, they are teaching them at the same time. If leaders follow regulations and unit operating procedures, they are demonstrating the expected policies to be followed. By doing these actions, leaders are also proving their own degree of self-discipline.

A word of caution is in order here. No one is superhuman, and subordinates do not expect that. While they want leaders to set the example in all things and to share hardships with them, they do not want their leaders to take unnecessary risks. If they see leaders taking unnecessary risks, they may lose confidence in their judgment, affecting the morale, cohesion, and discipline of the unit.

Make Tasks Challenging Yet Achievable

People will have little motivation to do something if they believe they cannot succeed. Likewise, if they are not convinced that good performance is the best way to satisfy their needs, their motivation will be low and they will have little or no interest in doing their best. However, when subordinates are convinced that their chances for success are good enough to warrant the effort, this belief will help them to achieve their own goals (or needs) as well as those of the team. Therefore, leaders must know their subordinates' capabilities, establish challenging goals within those capabilities, and employ them in accordance with those capabilities. Leaders can also build confidence by offering support, encouragement, and assistance.

Figure 3.1.5

Experience and study have proven that people need meaningful work. They need to believe that what they are doing, even if it is tiring and unpleasant, is necessary and important. When people feel that their jobs are important and that they have responsibility, they feel needed and motivated. This principle encourages the delegation of authority. This "power down" approach helps leaders get the best out of their subordinates. Leaders give responsibility to subordinates who have the skill and will to handle it, and they strive to make subordinates feel that they are as responsible as them for achieving unit standards and goals.

Create a Healthy Culture

A healthy culture is a powerful motivational tool. Strategic leaders use culture to guide and inspire large and diverse organizations. They employ culture to support vision, accomplish the mission, and improve the organization.

Morale is the mental, emotional, and spiritual state of an individual. It is how a person feels—happy, hopeful, confident, appreciated, worthless, sad, unrecognized, or depressed. Morale has a tremendous impact on motivation. High morale strengthens courage, energy, and the will to get things done. Since everything a leader does affects morale in one way or another, a leader must always be aware of how their actions and decisions affect it. Give subordinates something to hope for, because hope builds morale.

Esprit de corps means team spirit—it is the spirit, soul, and state of mind of the unit. It is a product of cohesion; the overall consciousness of the unit that the subordinate identifies with and feels a part of.

Figure 3.1.6

Leaders must realize that, although they are recognized as leaders because of their position, they will not be accepted and the culture will not be healthy until they earn the respect and confidence of the group by satisfying its needs. Therefore, successful leaders must be more concerned with the well-being of their people than they are with themselves. They must go out of their way to give time, energy, and counsel to help their

subordinates live up to their potential. By constantly showing this level of concern, these leaders receive a high degree of respect and loyalty from their subordinates along with their desire to accomplish team goals.

Create Self-Motivation

People often want the opportunity to be responsible for their own work and to be creative—they want to be empowered. This empowerment naturally leads to self-motivation. Leaders empower subordinates by training them to do a job and providing them with necessary task strategies; give them the necessary resources, authority, and clear intent; and then step aside to let them accomplish the mission. Empowering subordinates is a forceful statement of trust and one of the best ways of developing leaders.

Coach subordinates on problem-solving, decision-making, planning, and implementing skills to help lead them to opportunities where you can empower them. This principle:

- Encourages (by teaching and coaching) the development of junior leaders
- Motivates people who must carry out the plan
- Makes communication clearer—giving everyone a better understanding of the mission and what they must do as individuals and as a team to achieve it
- Creates an open, trusting communication bond between the members of the chain of command

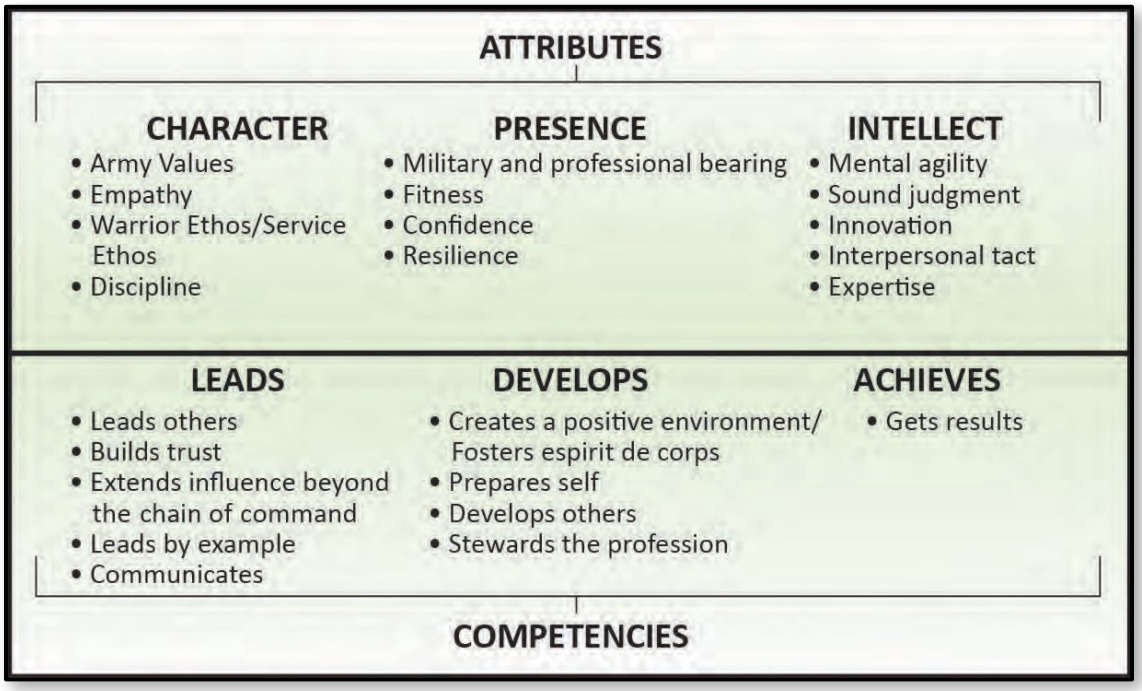


Figure 3.1.7

Conclusion

This lesson explained one of the most important aspects that you, as a leader, must know in order to do your job properly—the understanding of human nature and how that understanding impacts what you must know about yourself, your job, your subordinates, and your unit. This knowledge will give you a stronger foundation for what you must be and what you must do.

Invisible threads weave together many of the techniques and attributes of leadership. Throughout this lesson, you explored how understanding needs is intertwined with a leader's values, ethics, and character and with various leadership traits and principles. Your knowledge and proper application of human nature is essential; it is the bedrock of your character as a leader.

Lesson Check-up

- **Provide an example of tangible and intangible rewards.**
- **What motivational technique challenges you as a JROTC leader? Explain.**
- **Why is it important to establish and maintain loyalty and teamwork with the unit?**

Communicating to Lead

What You Will Learn to Do

Give feedback and direction to team members

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Determine** how communication is important for effective leadership
- **Explain** the basic flow and purpose of informal communication
- **Review** the major elements of a communication model
- **Determine** how to overcome barriers of effective communication
- **Define** key words: communication, decode, emotional intelligence, encode, feedback, message, transference, transmitted

Key words

- **communication**
- **decode**
- **emotional intelligence**
- **encode**
- **feedback**
- **message**
- **transference**
- **transmitted**

Essential Question

How can communication skills help me lead and motivate more effectively?

Introduction

It's not what you say, but what you do. This statement highlights the philosophy that actions speak louder than words. You are a model for others. They watch what you do and, if they admire you, will imitate your actions. Communicating is sending a message through a process that allows the receiver to understand the message as you intended. Many things affect this process. In this lesson, you will learn about the process of communication, the barriers to that process, the power of **emotional intelligence**, and the process of exchanging **feedback**.

Figure 3.2.1

Even though your actions speak louder than the words you use, words still influence others. To be effective, there must be an understanding of what is heard and an alignment of actions with what you are saying. Effective **communication** is important in our lives. It is the number one cause of interpersonal conflict, and we spend over 70 percent of our waking hours communicating through writing, reading, listening, and speaking.

Communication is defined as the **transference** and understanding of a meaning. Note the two words transference AND understanding. It is not enough to just send a message. For the communication to be successful, it must be understood. This is no easy task.

Key words

emotional intelligence: The ability for one to monitor their emotions and use information about those emotions to guide one's thinking and actions

feedback: Verification that a message was received in the manner it was intended

communication: Transference and understanding of a meaning; sharing of information

transference: The act of moving from one place to another

The Communication Process

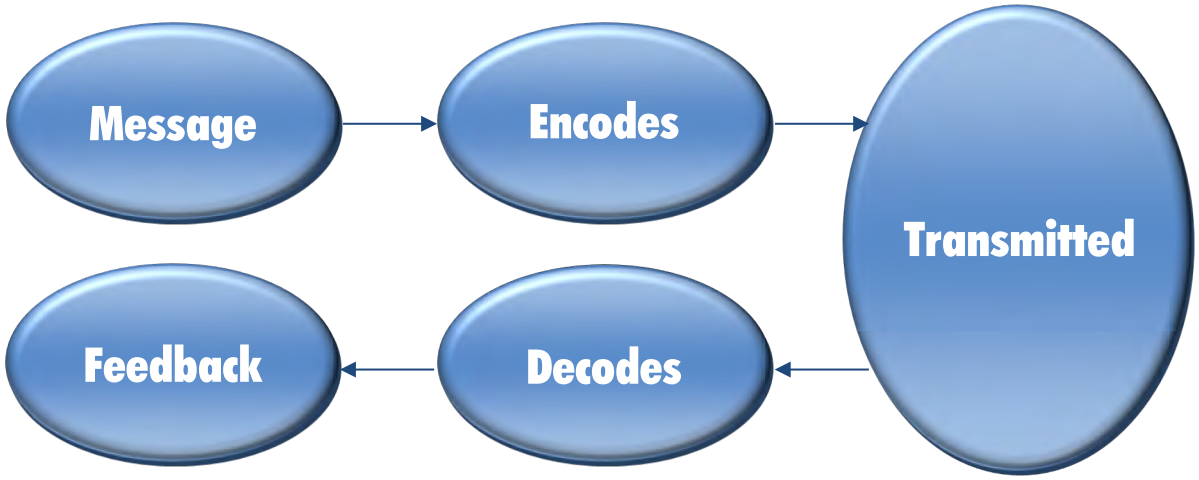


Figure 3.2.2

First, someone has something they want to say, a **message** to be sent. Then the sender **encode**s this message. That means the sender puts it into some symbolic form to be transmitted. Once the message is encoded, it is **transmitted** through some medium. This could be written, spoken, nonverbal gestures or expressions, paper, television, audiotape, etc. The receiver then **decode**s the message. They must put the message in some symbolic form that they understand. Finally, through feedback, the sender determines whether the message was received as intended.

Sounds easy, doesn't it? Well, it is much more complicated than you might think. That's why most communication is not understood and often creates conflict. There are many hidden barriers affecting the process.

ENCODING AND DECODING

For example, the encoding and decoding process is greatly affected by the sender and receiver's skills, attitude, and knowledge. Their skills in reading, writing, listening, and reasoning influence of what is said, how well it is said, and with what meaning it is sent or received. Attitudes can affect your behavior. When you are communicating, your attitude can affect the tone of your voice, the words you choose to use, and the readiness to listen. Finally, your knowledge about the topic has an impact on how well you can communicate about the message.

Additional barriers exist. We often filter what we say. Meaning, we drop things out of the message based on what we think the listener needs to know or wants to know. We choose what to say. We listen selectively. In other words, we listen for what we want to hear. We are overloaded with information to the point of not knowing how to organize or use all this information. We might be defensive or apprehensive about the message and not want to hear what is being said. Languages, accents, and jargon affect what we hear and what we think it means. Is it any wonder we have difficulty being understood?

Key words

message:
Communication transmitted between persons by written or spoken words, or other signals

encode:
Converting words or messages into symbolic form to send

transmitted:
Transfer from one person to another

decode:
Translates words or messages received into symbolic form for understanding

Our emotions are real. They create a need to "react" in a situation that faces us. When faced with a dangerous situation, it is the brain quickly telling the rest of your body that something is not right and it is time to either run away or stand and fight. Emotions cannot be checked at the door and forgotten until the day is over. If you have a disagreement with your parents before school, the emotions around that disagreement are influencing your behavior the rest of the day, possibly the week. They will influence what you hear, what you say, and how you behave. They will become barriers to understanding or sending a message.

Figure 3.2.3

People who have a high degree of emotional intelligence have a greater degree of influence. Their behaviors reflect that they are aware of what the emotion is that is present, understand why that emotion is there, and are able to separate the emotion and the reaction so they can manage the emotion rather than the emotion managing them.

There are five competencies or skills to managing your emotions: self-awareness, self-regulation, self-motivation, empathy, and effective relationships.

1. **Self-awareness**

   Self-awareness is the ability to "feel" the emotion and understand where it is coming from. Read the list below. What would you feel if you were in the following situations?

   - A slow line at the grocery store
   - Making a presentation in class
   - A surprise birthday party
   - Being told on Friday that you cannot go to the ballgame on Saturday
   - Receiving a phone call from an old friend

   Different emotions can happen in similar situations. The slow line may not be a problem if you are not in a hurry. However, add to that situation that you have only a few minutes to get home on time or your parent will be grounding you for a week.

   Now that you have identified the "feeling" that is going on inside you in those situations, think about the consequences those feelings might bring. For example, the slow line and

Figure 3.2.4

your need to be home on time could bring about your making comments to the people in front of you if they are not ready to ring up their purchase. Or it might make you moody and be abrupt with your friends who are waiting in the car for you.

The emotion will drive different "actions" or consequences. You need to know what the emotion is (fear, frustration, anger, disappointment) and why it exists (what consequences the situation might bring, therefore how you might react to the emotion).

2. **Self-regulation**

Self-regulation is the ability to control that emotion. While you don't ignore or push aside the emotion, you do recognize it and deal with it effectively. In order to self-regulate an emotion, you might take pause between the emotion and your reaction to it. You also might use self-talk to identify the emotion and talk yourself through it.

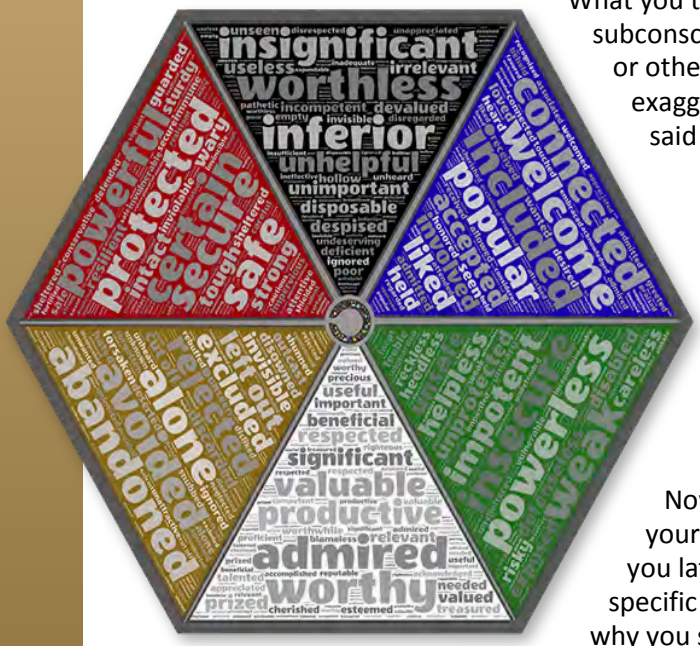


Figure 3.2.5

What you tell yourself goes immediately to your subconscious where it increases or decreases your anger or other emotions; repeated negative self-talk leads to exaggerated and irrational thinking. Have you ever said these things to yourself?

- They always take me for granted
- I'm always late
- No one ever helps me
- No one ever listens to me
- It will always be this way
- Everything I do is wrong
- I never get a passing grade

Now think about why you say those things to yourself. For example, if you are always late, why are you late? Are you only late at certain times? Be more specific about your being late. Once you have identified why you say those things to yourself, you can begin to identify the emotions around the reasons you are late, which is driving the behavior to be late. It could be that you are not getting to bed early enough to get a good night sleep. It could be that you are not prepared for that class. It could be that you don't like that particular teacher. Whatever the reason, once you have identified it, you can change the self-talk from "I'm always late" to "I am late because I do not get enough sleep." The next question would be, "why don't I get enough sleep?" I don't start my homework until after dinner. What can I do to start my homework earlier so I can get a good night sleep? You see, it is a series of questions getting to the root of the problem, which is creating in you an emotion that is driving negative self-talk and negative behaviors.

3. **Self-motivation**

Self-motivation is the ability to change the way you think about things in order to get them done. There are things about our lives, school, family, and community that we don't enjoy doing. But they must be done. Learning to connect to those things in a positive way is a big part of emotional intelligence. Can you identify a few things about school that make you feel uncomfortable or bored? Now answer the next two

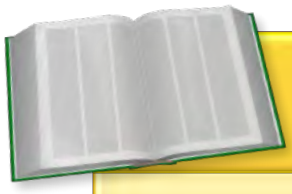
questions. Why are these things important? How might you think about these things differently so that you can take greater satisfaction in them?

4. **Empathy**

Empathy is the ability to understand and share the feelings of another. This improves overall communication and trust. Think of someone you are close to—someone you tell everything. Do you trust that person? Do they trust you? Then think of someone you tell very little. What is your trust level with them? Each relationship will build a different trust level. However, it begins with you. The greater the trust, the more open the communication. The more open the communication, the greater the trust.

Figure 3.2.6

With some people, you never get past the first two levels. To open the trust and communication you will want to reach the fourth level.



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LEVELS OF COMMUNICATION

There are four levels of communication:

- Superficial (*Hi, how you doing*?)
- Fact (*It is raining.*)
- Thought (*I think you are good at that.*)
- Feeling (*I feel you don't care about your homework*.)

5. **Effective relationships**

Effective relationships are about what occurs from your ability to self-regulate, self-motivate, to be self-aware, and to create empathy with others. It is about creating an enthusiasm, which is contagious. It is about finding those things you love and creating such an energy level around those things that dealing with those things you don't like can be easier. Earlier we thought about things you did not like about school. Now think about things you like best in school. What makes those things so appealing?

Remember, the communication process of sending and receiving a message is successful when the message is understood. Many barriers exist that get in the way of our message being understood. Our behaviors speak louder than our words. Our overall communication is increased by our ability to engage in our emotions, rather than keep them at bay. Emotional intelligence allows us to be aware of the emotions, regulate their consequences, find ways to motivate ourselves to complete tasks we may not like, feel empathy with others, and build effective relationships—increasing the likelihood that the message sent is the message received.

EXCHANGING FEEDBACK

Although feedback is seen as the final loop back to the sender, it is present throughout the process; how and when to give feedback is important to the process. Having a high degree of emotional intelligence increases the effectiveness of providing and receiving feedback.

Figure 3.2.7

Feedback is something we give as well as receive. Whether the gift is welcome or not depends on knowing when and how to share our reflections so that others accept, value, and seek out our point of view. When we give feedback in a caring and skillful way, we open a window on the world.

In the give and take of effective feedback, you need the skills to create a zone of safety in which honest and constructive information can be exchanged. Those who are people smart are adept at inviting others to give them constructive feedback. They are also talented at getting invited by others to give them feedback. They are able to give feedback that is constructive and enlightening.

Many of us have had bad experiences with feedback. Perhaps we were on the receiving end of too much criticism from people in authority (parents, teachers, supervisors), or felt put down by peers when we were most vulnerable. However, we can structure the feedback process in ways that create a sense of safety for ourselves and for others.

In order to receive feedback we need to let others know that we want it; that we are receptive to hearing both the positive and negative story. To avoid being overburdened by too much feedback, we need to be specific in our request for feedback. Specify why you want the feedback; in what areas you want feedback; and how much feedback you want. Read the following example of how to ask for feedback.

Compare the requests for feedback in *EXAMPLE #1* and *EXAMPLE #2* on the next page. Getting feedback from only one source could lead you down the wrong corrective road. Receiving feedback and agreeing with it are two separate things. That is why you want to broaden your circle of feedback sources. Your Success Profiler® is a good tool to use to receive feedback from any sources around the same questions. Also posing the same questions to a number of people can validate what you are told. If most of the people you ask have similar input, you can assume there is some validity in their comments, even if you are uncomfortable with that input.

Content Enhancement:

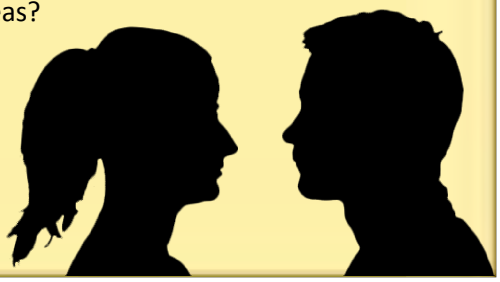
REQUESTING FEEDBACK

EXAMPLE #1:

"Sarah, the more I'm learning about leadership, the more I'm coming to understand that receiving feedback is important to making me a better leader, and specifically, listening to others' ideas. I really want to make a difference in our unit and I want to understand how my behavior affects the team. I'd like you to help me with this by sharing your honest opinions with me. Would you be willing to do that?"

OR

"You can help me today by answering two questions. What are some things I do that make it easier for you to convey your ideas? What is one thing I could do differently?"



EXAMPLE #2:

"Sarah, the team leader told me I needed to get some feedback from others about my listening skills. I listen to others don't I?"

Finding the right time and the right level of receptivity will enhance the likelihood the feedback will be heard. That is the same for you as the receiver. If it is not a good time for you to receive feedback, let them know that, and agree to a better time and place.

If you want or need to give feedback to someone who has not asked for it, consider the following questions to get you going:

- Would you be open to hearing some input about _____?
- I have some input on how you handled _____? Would you like to hear it?
- May I share some reactions with you about _____?

Share your feedback in a form of a hypothesis rather than to insist that it is a fact. There might be a reason behind the behavior for which you were not aware. By not insisting you are right, you help your recipient trust you and feel safe. Here is an example:

Content Enhancement:

GIVING FEEDBACK

Sarah accepted your offer to share your feedback about her presentation to the class. You noticed that Sarah was speaking very fast and seemed to cram in too much information into the presentation. You ask, "I was wondering if you felt pressured to cover every aspect of the topic in your presentation?" When Sarah agrees that this was the case, you ask, "If you could only address three main points, what would they be and why?"

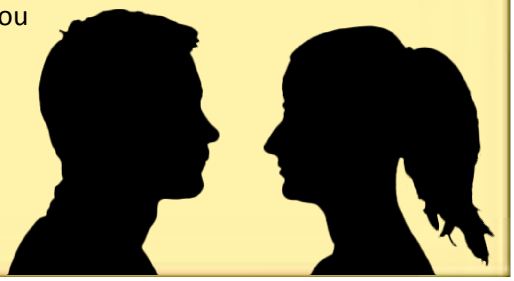


Figure 3.2.8

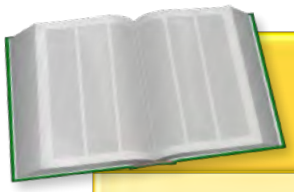
Timing of feedback is essential to that feedback being heard! Feedback is most effective when it is immediate. Old stuff is not relevant. Memories fade quickly. Whenever possible, go for an instant replay while the behavior in question is fresh. However, be sensitive to the circumstances. Providing feedback in public can be embarrassing. Think through the impact that the time and setting have so you can reduce distractions and increase the usefulness of your input.

Checking the recipient's perceptions about your feedback is a final closing point to the feedback process. Ask them how they felt about what you said. Was there agreement or disagreement, was your input helpful or confusing, and/or does the person need more information? It helps to use effective listening skills, like paying attention to people's words and body language, and clarifying the meaning of their reactions. If there is a miscommunication or hurt feelings, often clarification can help the situation.

Feedback is most useful if it is constructive, concise, and specific. People are more open to positive feedback than negative feedback. If you can tell them what they are doing right, they will most likely listen and repeat the behavior in the future. Informative feedback includes specific behaviors, is limited, and provides suggestions.

Global statements are not correctable; specific behaviors are. Compare these two statements:

Figure 3.2.9

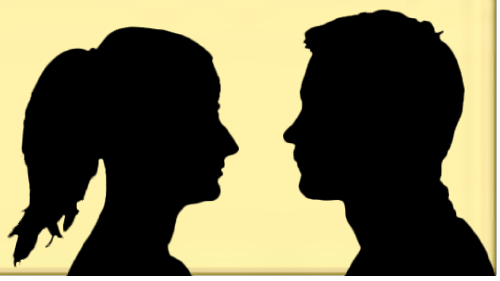


Content Enhancement:

GLOBAL vs. SPECIFIC

Global: You have an attitude problem.

Specific: You sounded rather impatient at the team meeting today.



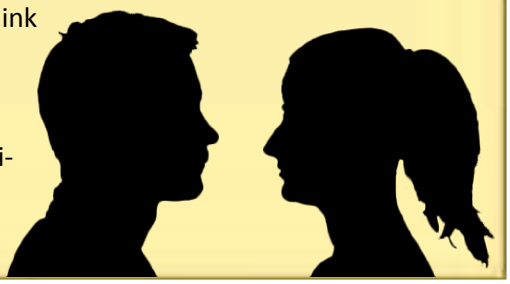
Behaviors lead us to conclusions about personal values that can be misinterpreted. Be sure you avoid being personal and dig deep to find the behavior that needs to be challenged. Look at the following examples:

Content Enhancement:

PERSONAL VALUE vs. BEHAVIOR

Personal Value: You are sloppy and disorganized.
Behavior: There is a lot of clutter in your locker. How do you find what you need?

Personal Value: You are lazy.
Behavior: You often procrastinate, don't finish the task, and return late from breaks. Why do you think you do this?



Personal Value: You are well organized.
Behavior: You are consistent in your prioritizing of assignments, setting deadlines, and keeping materials readily available.

In each of these examples, the specific behaviors convey more information than the personal statements. People can hear the message more easily, can see the behaviors you are speaking about, and are not confronted with labels that provide no direction—either good or bad.

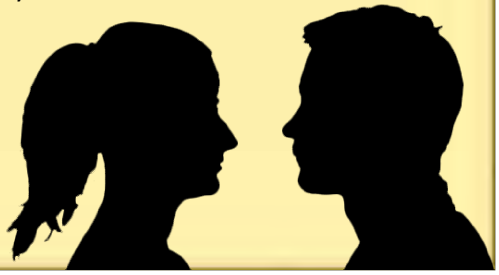
Have you ever been confronted with a list of things you do wrong? You might start off with a high degree of listening, but after a while, it gets difficult. Keep your feedback focused on the main point.

Show your concern for the recipient's growth by suggesting ways they can build on their strengths and overcome deficits. Your suggestions should be specific, realistic, positive, and tactful.

Content Enhancement:

OFFER SUGGESTIONS

"You often interrupt when others are speaking. When you do that to me, it makes me feel you do not value what I have to say. I think you would be a more effective team member if you practiced better listening skills. Would you be willing to work on this during the next team meeting? When you feel yourself ready to speak before the other person is finished, could you take a deep breath and hear them out? If you would like, I can sit next to you and if you begin to interrupt someone, I can gently tap your arm so you are aware of your behavior."

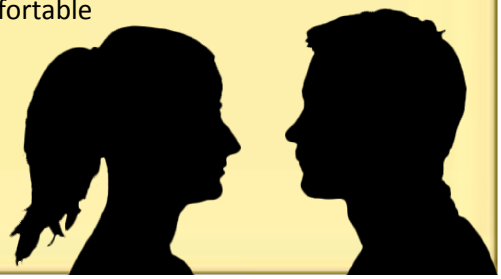


When you follow-up on your feedback, the recipient feels you care. In the example you just read, you could continue the feedback process after the team meeting by asking:

Content Enhancement:

OBSERVED FOLLOW-UP

"I saw you really working at this today. You caught yourself the first time and stopped, apologized, and took a deep breath. When I tapped your arm, you were able to sit back in your seat and let the team talk through the problem. By the end of the meeting you seemed much more comfortable in waiting your turn to speak. You also did a great job summarizing what others said. How did it feel to you when you were able to stop yourself and let the others finish? Was it helpful to have me tap your arm? What would you like to do next?"



If you were not at the meeting, you could follow up by asking them:

Content Enhancement:

FOLLOW-UP QUESTION

"How did the meeting go? Were you able to practice your deep breathing? How did that work for you? What do you think you need to do next?"

Conclusion

Feedback is an important part of the communication process. Emotional intelligence is an important part of feedback. Being able to manage your emotions and give and receive informative feedback reduces many of the barriers to effective communication.

Lesson Check-up

- **Describe the five skills for managing emotion.**
- **Why is it important to ask permission to provide feedback?**
- **How can feedback that requires correction be delivered positively and constructively?**

Company Drill

Key words

- arc
- base
- double time
- guide
- mark time
- mass formation
- post

What You Will Learn to Do

Execute company drills

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices

Learning Objectives

- **Describe** the correct responses to commands when forming and marching the company
- **Identify** the different types of company formations and related specific drill commands
- **Identify** the locations of the key platoon and company personnel in company formations
- **Define** key words: arc, base, double time, guide, mark time, mass formation, post

Essential Question

How do you properly execute company formations and movement?

This lesson uses content from "U.S. Army TC 3-21.5" dated 20 January 2012. Refer to this Training Circular for more information on Company Drill.

Introduction

This lesson covers company drill formations and movements "without arms." Your knowledge and recall of squad and platoon drill from previous lessons will be vitally important in understanding this information. Pay special attention to the differences between platoon and company drill and to the roles of key personnel in company drill.

Company drill provides the procedures for executing platoon drill in conjunction with other platoons in the same formation. For drill purposes, a company consists of a company headquarters and two or more platoons.

FORMING THE COMPANY

The company has four prescribed formations:

- Company in line with platoons in line
- Company in column with platoons in column
- Company in a **mass formation**
- Company in column with platoons in line (used primarily for ceremonies)

Company in Line with Platoons in Line

The company may be formed into a column of twos in the same manner as the platoon.

"FALL IN"
"At Close Interval, FALL IN"

The company normally forms in a line formation; however, it may re-form in column when each man can identify his exact position (equipment grounded) in the formation.

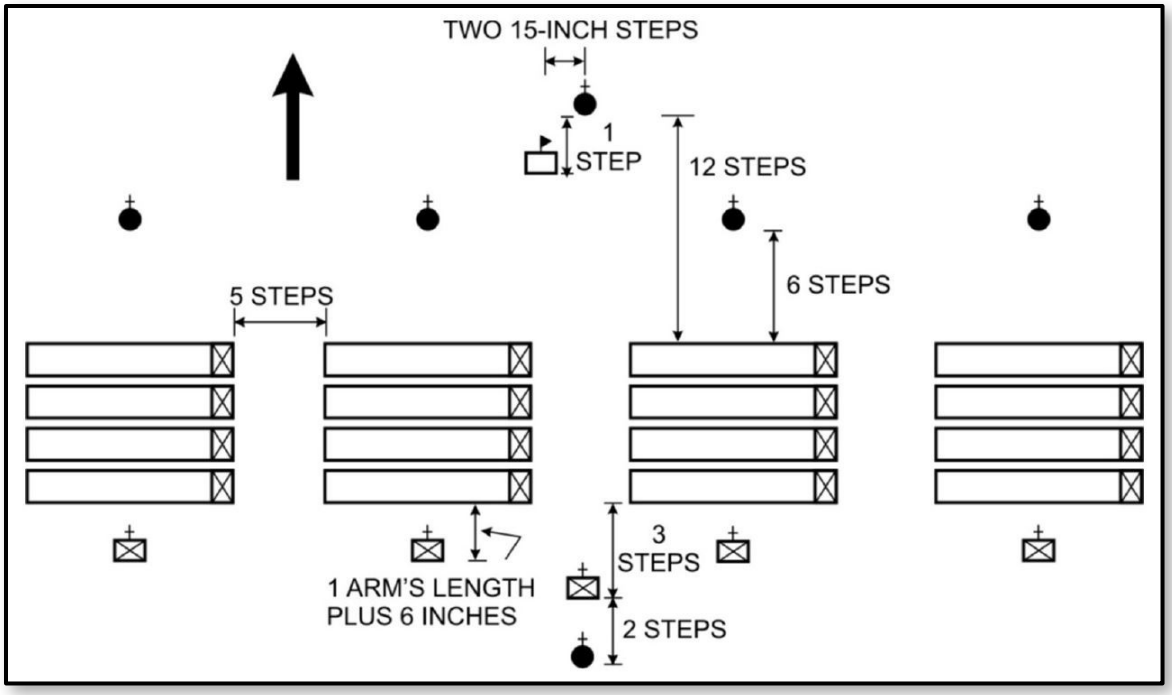
The company forms basically the same as the platoon. On the command "FALL IN; (At Close Interval), FALL IN," the platoons form in line, centered on and facing the person forming the unit, with five-step intervals between platoons. *(See Figure 3.3.1)*

The company may be formed by the first sergeant and platoon sergeants or by the company commander and platoon leaders. When possible, the

Key words

mass formation:
Where Cadets are not separated by being in a line or column formation

platoons assemble near the formation site before the arrival of the first sergeant or company commander. If the company is formed by the noncommissioned officers, the platoon leaders normally observe the procedures from a position to the rear of their platoons.



Company in line formation with platoons in line. *Figure 3.3.1*

When the company is formed by the noncommissioned officers, the following procedures apply:

- The first sergeant **post**s himself nine steps in front of (center) and facing the line where the front rank of each platoon is to form. He then commands "FALL IN; (At Close Interval), FALL IN."
- On the command of execution, the platoons form in the same manner prescribed in platoon drill. Each platoon sergeant faces his platoon while the platoons are forming and directs his platoon to adjust (if necessary) and align on the platoon to its right, at the correct interval. Once the platoon is formed, the platoon sergeants face about.
- When all of the platoon sergeants are facing to the front, the first sergeant commands (if appropriate) "Inspection, ARMS"; "Ready, Port, ARMS"; "Order (Sling), ARMS." He then directs (if appropriate) "RECEIVE THE REPORT." The platoon sergeants face about and command "REPORT." Having received the report, the platoon sergeants face about. When all platoon sergeants are facing to the front, the first sergeant commands "REPORT." The platoon sergeants turn their head and eyes toward the first sergeant. The first sergeant turns his head and eyes toward the reporting platoon sergeant and returns each salute individually. Having received the report from the platoon sergeants, the first sergeant faces about and awaits the arrival of the company commander, if the commander is scheduled to receive the company.

Key words

post:
The correct place for an officer or noncommissioned officer to stand in a prescribed formation

- When the company commander has halted at his post, the first sergeant salutes and reports, “Sir, all present,” or “Sir, all accounted for,” or “Sir, (so many) men absent.” The company commander returns the salute and commands “POST.” The first sergeant faces about and marches to their post three steps to the rear and at the center of the company, halts, and faces about. The guidon bearer steps forward three steps. The platoon sergeants face to the right in marching and assume their posts to the rear of their platoons (if the platoon leader is not present, they step forward three steps). The platoon leaders march around the left flank of their platoons and assume their posts by inclining facing to the front. The company executive officer assumes his post two steps to the rear of the first sergeant.

When the company is formed by the company commander, the procedures are the same as forming with the noncommissioned officers except that the platoon leaders form their platoons and the first sergeant, platoon sergeants, and guidon bearer fall in at their posts. The command “POST” is not necessary. If a platoon sergeant is to fill the post of platoon leader, he takes a position six steps in front of and centered on the platoon.

CHANGING INTERVAL

“CLOSE ON THE BASE PLATOON AT CLOSE INTERVAL”

“EXTEND ON THE BASE PLATOON AT NORMAL INTERVAL”

The company changes interval in the same manner as prescribed for the platoon. When the company commander wants the company to obtain close interval in a line formation while maintaining a five-step interval, the company commander directs “CLOSE ON THE BASE PLATOON AT CLOSE INTERVAL.” The platoon leaders face about and command “Count, OFF.” After the platoons have counted off, the platoon leaders command “Close Interval, MARCH.” The second, third, and fourth platoon leaders command “Right, FACE” and in succession, command “Half Step, MARCH.” They halt at the five-step interval and face the platoon to the left.

If the company commander gives “CLOSE ON THE THIRD PLATOON AT CLOSE INTERVAL,” the platoon leaders on the right of the designated platoon have their platoons obtain close interval, face their platoons to the left, march (at the half step) forward until they obtain the five-step interval, halt, and face their platoons to the right.

When the company commander wants the company to obtain normal interval from close interval in a line formation while maintaining a five-step interval, the company commander directs “EXTEND ON THE BASE PLATOON AT NORMAL INTERVAL.” The platoon leaders face about and march (at the half step) their platoons to a position that ensures the five-step interval between platoons after they have obtained normal interval.

After halting and facing the platoons to the left, the platoon leaders command “Count, OFF.” The platoon leaders then command “Normal Interval, MARCH.” If necessary, the platoon leader verifies the interval as described in the “Opening and Closing Ranks” section.

Figure 3.3.2

ALIGNING THE COMPANY

"HAVE YOUR PLATOONS DRESS RIGHT"

To align the company in a line formation, the company commander directs "HAVE YOUR PLATOONS DRESS RIGHT." On the directive, all platoon leaders face about. The right flank platoon leader commands "Dress Right, DRESS" and aligns the platoon as described in platoon drill.

After the right flank platoon leader has verified the alignment of the first rank, the platoon leader to the left commands "Dress Right, DRESS." That left platoon leader then faces to the half right in marching, moves to a position on line with and one step to the left of the left flank Cadet of the first rank, and faces left down the line. After aligning the first rank, that platoon leader center themselves on the first rank, faces to the right in marching, takes two short steps, halts, executes left face, and aligns the second rank.

The platoon leader aligns the last two ranks in the same manner as the second. After aligning the last rank, the platoon leader faces to the left in marching, returns to a position at the center of the platoon, halts perpendicular to the formation, faces to the right, commands "Ready, FRONT," and faces about. All platoon leaders to the left of the second platoon take the same actions as the second platoon leader.

Figure 3.3.3

OPENING AND CLOSING RANKS

"HAVE YOUR PLATOONS OPEN RANKS AND DRESS RIGHT"

To open ranks, the company commander directs "HAVE YOUR PLATOONS OPEN RANKS AND DRESS RIGHT." On the directive, all platoon leaders face about. The right flank platoon leader commands "Open Ranks, MARCH." When the platoon has completed the movement, the right flank platoon leader then commands "Dress Right, DRESS" and aligns the platoon the same as in platoon drill. After the right flank platoon leader aligns the first rank, the platoon leader to the left commands "Open Ranks, MARCH" and "Dress Right, DRESS." All platoon leaders to the left of the second platoon take the same actions as the second platoon leader.

To close ranks, the commander directs "Have Your Platoons Close Ranks." On the directive, all platoon leaders face about and in sequence from right to left command "Close Ranks, MARCH." The platoons execute the movement the same as in platoon drill. After the platoons have completed the movement, the platoon leaders face about.

Company in Column with Platoons in Column

ALIGNING THE COMPANY

"HAVE YOUR PLATOONS COVER"

To align the company in column, the company commander directs "HAVE YOUR PLATOONS COVER." On this directive, the first platoon leader faces about and commands "COVER." The other platoon leaders command "STAND FAST." The first platoon covers as in platoon drill. The other platoons then execute the movement in succession as soon as the platoon to their front has completed the movement. (*See Figure 3.3.4)*

CHANGING THE DIRECTION OF MARCH OF A COLUMN

"Column Right (Left), MARCH"

"Column Half Right (Half Left), MARCH"

The company changes the direction of march basically the same as the squad and platoon. The commands are "Column Right (Left), MARCH" or "Column Half Right (Half Left), MARCH." The base element during a column movement is the lead platoon and the squad on the flank, in the direction of the turn.

When at the halt, the lead platoon leader repeats the company commander's preparatory command. Succeeding platoon leaders give the supplementary command "Forward." On the command of execution "MARCH," the lead platoon executes the movement as described in platoon drill; succeeding platoons execute the movement on their platoon leader's command at approximately the same location.

While marching, units execute the movement as described from the halt except that the succeeding platoon leaders give the supplementary command "Continue to March" rather than "Forward."

The company executes rear march and inclines in the same manner as the platoon.

When executing counter column march from the halt, the lead platoon leader repeats the preparatory command. Succeeding platoon leaders give the supplementary command "Forward." On the command of execution "MARCH," the lead platoon executes the movement as described in platoon drill, and marches through the other platoons. Succeeding

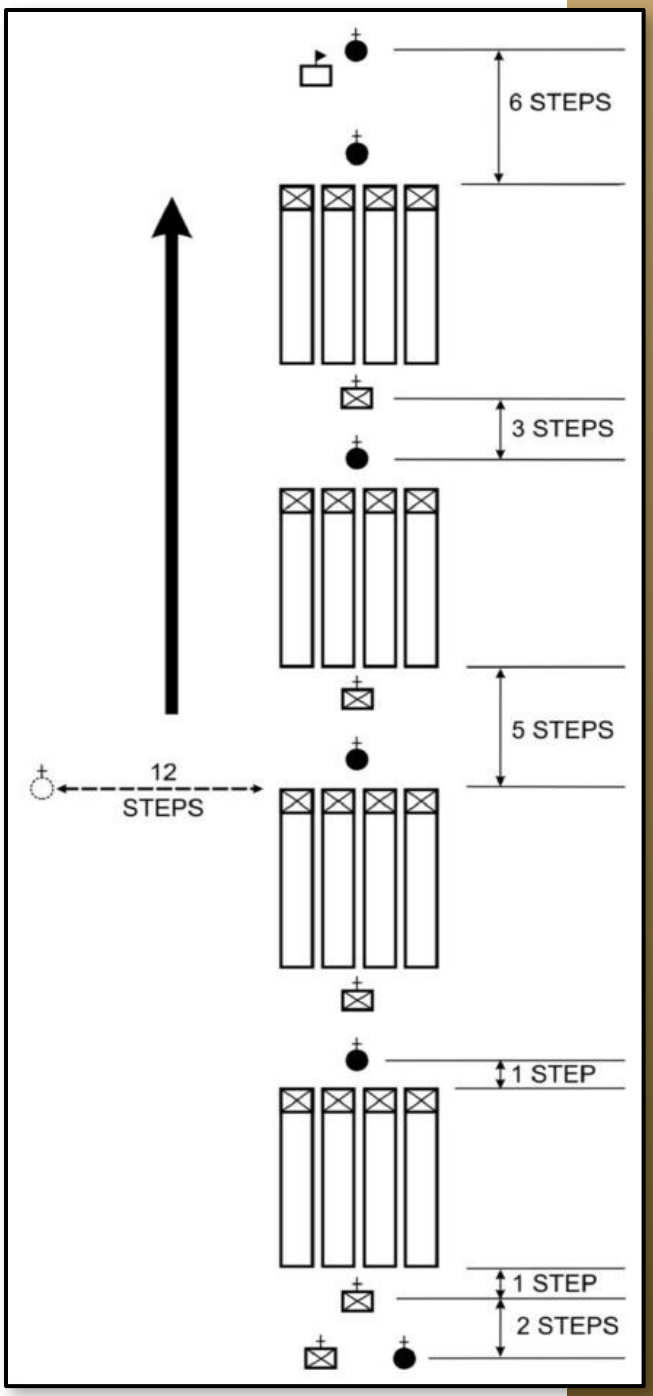


Figure 3.3.4
Company in column with platoons in column.

platoons execute the movement on the platoon leader's command at approximately the same location.

When units execute the movement while marching, the leader gives the command of execution as the left foot strikes the marching surface. Platoons execute the movement basically the same as from the halt except that the succeeding platoon leaders give the supplementary command "Continue To March" rather than "Forward." The guidon bearer faces to the left in marching from the halt or executes a column left in marching, marches by the most direct route outside of the formation, and moves to a position in front of the lead platoon as it clears the rear of the company.

CORRECTING THE DISTANCE BETWEEN PLATOONS

"CORRECT ON LEADING PLATOON"

"Forward, MARCH; (HALT)"

To obtain correct distance (five steps) when the company is marching in column or is in a column at the halt, the company commander directs "CORRECT ON LEADING PLATOON."

When at the halt and on the directive "CORRECT ON LEADING PLATOON," the platoon leader of the lead platoon commands (over the right shoulder) "STAND FAST." The succeeding platoon leaders command (over the right shoulder) "Forward, MARCH," "**Mark Time**, MARCH," and "Platoon, HALT" when they obtain correct distance.

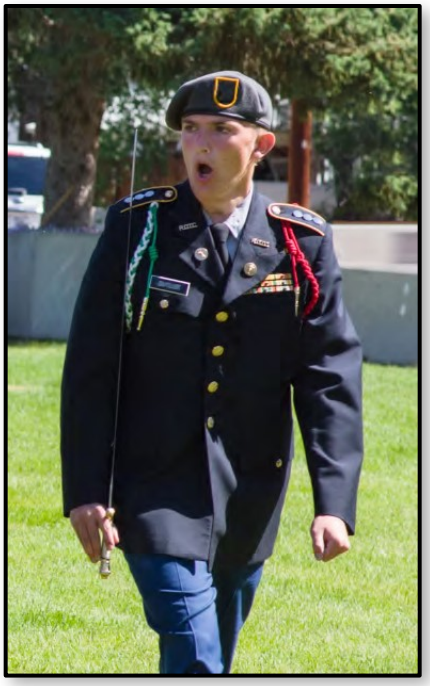


Figure 3.3.5

While marching, and on the directive "CORRECT ON LEADING PLATOON," the platoon leader of the lead platoon commands (over the right shoulder) "Half Step, MARCH." The succeeding platoon leaders command (over the right shoulder) "CONTINUE TO MARCH" and "Half Step, MARCH" as soon as they obtain the correct distance. The company commander commands "Forward, MARCH; (HALT)" as soon as all platoons have obtained the correct distance and are marching at the half step.

Key words

mark time:
Drill command for Cadets to march in place

FORMING A COLUMN OF TWOS AND RE-FORMING

"Column of twos from the right (left), MARCH"

"Column of fours from the right (left), MARCH"

The company forms a column of twos basically the same as the platoon. The company commander must allow sufficient time for the

platoon leaders and the squad leaders of the lead platoon to give supplementary commands before giving the command of execution. The command for this movement is "Column of twos from the right (left), MARCH." The lead platoon leader repeats the preparatory command.

Other platoon leaders give the supplementary command "Stand Fast." On the company commander's command of execution "MARCH," the lead platoon executes the movement as in platoon drill. Other platoons execute the movement on their leader's command. Succeeding platoon leaders give their commands in order to follow with the prescribed five-step distance between platoons.

Re-forming into a column of fours is executed only at the halt. The command for this movement is "Column of fours to the left (right), MARCH." On the company commander's command of execution, all platoons execute the movement simultaneously as described in platoon drill. As soon as the platoons are re-formed, the platoon leaders march the platoons forward and obtain the five-step distance between platoons.

Company in a Mass Formation

FORMING A COMPANY MASS

The company may form in mass from a company in column (platoons in column) when halted or while marching. The company must be at close interval ("Close Interval, MARCH") before the commander can give "Company Mass Left, MARCH." *(See Figure 3.3.6)*

"Company Mass Left, MARCH"

"Mark Time, MARCH"

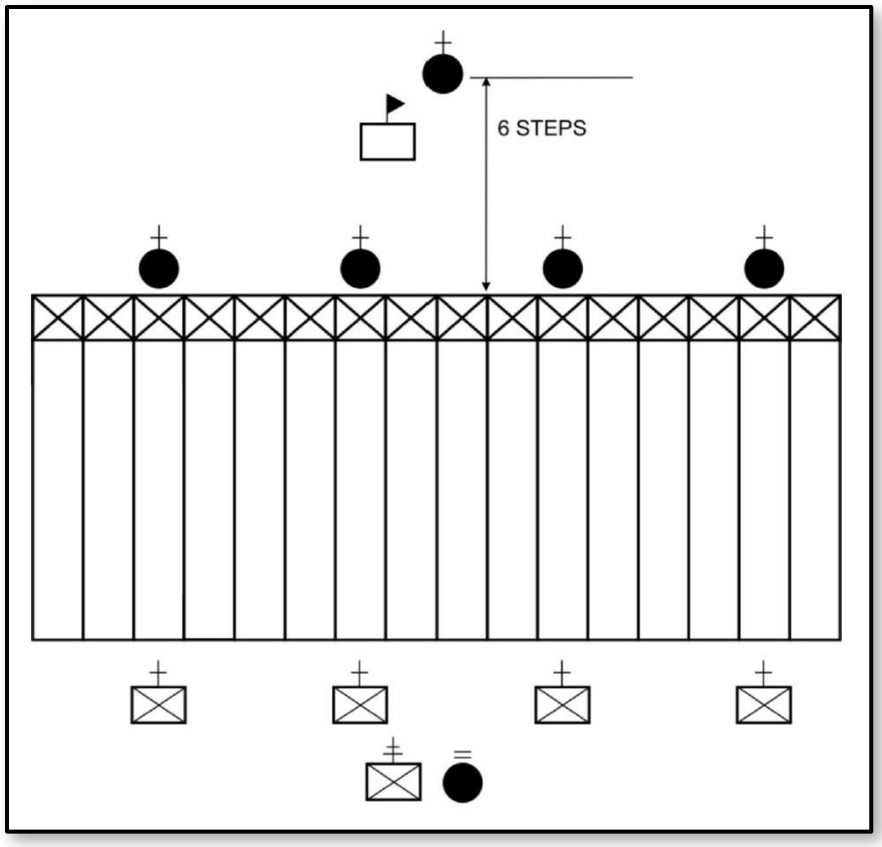


Figure 3.3.6
Company in mass, officers present

On the preparatory command "Company Mass Left," given at the halt, the lead platoon leader commands "Stand Fast." The platoon leaders of the succeeding platoons command "Column Half Left."

On the command of execution "MARCH," the lead platoon stands fast. The other platoons execute the column half left and then execute a column half right on the command of the platoon leaders to a point (line) that ensures the platoons will be at close interval alongside the platoon to their right when halted.

As the platoons come abreast of the base platoon, the platoon leaders command "Mark Time, MARCH." On the command of execution "MARCH," the company commander and guidon bearer halt and immediately face to the right (left) in marching and reposition themselves centered on the company. While the platoon marks time, the members adjust their positions to ensure alignment on the Cadet to their right. The platoon leaders allow their platoons to mark time for about eight counts and then command "Platoon, HALT."

Content Highlight:

COMPANY MASS FORMATION

To have the company assemble in a company mass formation, the command is "Mass Formation, FALL IN." Before giving the commands, the person forming the unit announces the interval and the number of personnel in the front and designates the **base** man. In this situation, the first sergeant and platoon sergeants travel around the right flank of the formation when moving from post to post. The commander and platoon leaders travel around the left flank of the formation when moving from post to post.

Key words

base:
The element on which a movement is planned or regulated

ALIGNING A COMPANY MASS

As soon as the company commander forms the company in mass, he or she gives the command "At Close Interval, Dress Right, DRESS."

"At Close Interval, Dress Right, DRESS"

"Ready, FRONT"

On the command of execution "DRESS:"

1. The platoon leader of the right platoon marches by the most direct route to the right flank and verifies the alignment of as many ranks as necessary to ensure proper alignment, in the same manner as aligning the platoon; when finished, the right platoon leader returns to a position one step in front of, and centered on, the third squad, halts and faces to the right.
2. The platoon leaders and platoon sergeants position themselves in line with the third squad of their platoon by executing one 15-inch step to the right.

When the right platoon leader has returned to that position, the company commander commands "Ready, FRONT."

CHANGING THE DIRECTION OF MARCH OF A MASS FORMATION

"Right (Left) Turn, MARCH"

"Forward, MARCH"

The company changes the direction of march in mass basically the same as a platoon column movement. When executed from the (Left) Turn, MARCH."

On the command of execution "MARCH," the platoon leaders face to the half right (left) in marching and continue to march in an **arc** until parallel to the new direction of march. Then they begin marching with the half step, dressing on the right (left) flank platoon leader until the leader commands "Forward, MARCH."

The right (left) **guide** (the base squad leader in the direction of turn) faces to the right (left) in marching and immediately takes up the half step. All other squad leaders (front rank) face to the half right (left) in marching and continue to march in an arc until they come on line with the guide.

At this time, they begin marching with the half step and dress (glancing out of the corner of the eye) in the direction of the turn until the leader commands "Forward, MARCH." On that command, the dress is automatically to the right. All other members march forward and execute the movement in the same manner as their squad leaders.

Key words

arc:
To move with a curving trajectory

guide:
One that leads or directs another's way

When executed while marching, the movement is in the same manner as from the halt except that the company commander faces about (marching backward) to give the command "Right (Left) Turn, MARCH." The commander then faces about and completes the turning movement. After the company has completed the turn, the company commander faces about, commands "Forward, MARCH," and again faces about.

Figure 3.3.7

FORMING A COLUMN FROM A COMPANY MASS

"Column of Platoons, Right Platoon, Column Right (Column Half Right), MARCH"

"Column of Platoons, Right Platoon, Double Time, MARCH"

To form a company in column from a company mass at the halt, the command is "Column of Platoons, Right Platoon, Column Right (Column Half Right), MARCH." The right platoon leader gives the supplementary command of "Forward (Column Right or

Column Half Right)," and the other platoon leaders command "Stand Fast." On the command of execution "MARCH," the right platoon marches in the direction indicated. All other platoons follow (in sequence) in column, executing column half right and column half left on the commands of the platoon leaders.

To execute the movement when marching, the company commander commands "Column of Platoons, Right Platoon, **Double Time**, MARCH." On the preparatory command, the right platoon leader gives the supplementary command "Double Time," and the other platoon leaders give the supplementary command "Continue to March." On the command of execution "MARCH," the right platoon marches in double time. Other platoon leaders (in sequence) command "Column Half Right, Double Time, MARCH" and "Column Half Left, MARCH" to bring the succeeding platoons in columns with the lead platoon.

The platoon leader and the platoon sergeant reposition themselves after the supplementary command, but before the command of execution.

Key words

double time:
March in the cadence of 180 steps or counts per minute with a 30-inch step

Company in Column with Platoons in Line

To form a company in column with platoons in line from a column formation at the halt, the command is "Column of Platoons in Line, MARCH." *(See Figure 3.3.8)*

"Column of Platoons in Line, MARCH"

"Left, FACE"

"Right, Face; Column of Platoons, Left Platoon, MARCH"

The platoon leader of the lead platoon commands "Column Right." All other platoon leaders command "Forward."

On the command of execution "MARCH," the lead platoon stands fast, and the second platoon executes a column right, marches 12 steps past the right file of the first platoon, and executes a column left. As they come in line with the base platoon, the platoon leader commands "Mark Time, MARCH." After the platoon has marched in place for eight counts, the platoon leader commands "Platoon, HALT."

The succeeding platoons execute a column right at approximately the same location as the platoon to their front; execute a column left and then half in the same manner as the second platoon. When the platoons have halted in position, the company commander commands "Left, FACE." On that command, the platoon leaders and platoon sergeants face in marching and assume their posts.

When executed while marching, the movements are basically the same as from the halt except that the commander gives the command of execution as the right foot strikes the marching surface. The lead platoon leader commands "Mark Time." On the preparatory command, the second platoon leader commands "Column Right," and the succeeding platoon leaders command "Continue to March."

On the command of execution "MARCH," the lead platoon executes mark time and marches in place (approximately eight counts) until the platoon

leader commands “Platoon, HALT.” The other platoons execute the movement in the same manner as from the halt.

To re-form in column with platoons in column, the company commander commands “Right, Face; Column of Platoons, Left Platoon, MARCH.” On the command “Right, Face,” the platoon leaders and platoon sergeants face in marching and resume their posts in column. On the preparatory command “Column of Platoons, Left Platoon,” the left platoon leader commands “Forward, (Column Left [Half Left]).” All other platoon leaders command “Column Half Left.”

On the command of execution “MARCH,” the left platoon executes the movement. The other platoon leaders give the appropriate commands for following the lead platoon at the correct distance. If necessary, the platoons following the second platoon automatically adjust the length of their step to ensure correct distance from the platoon to their front.

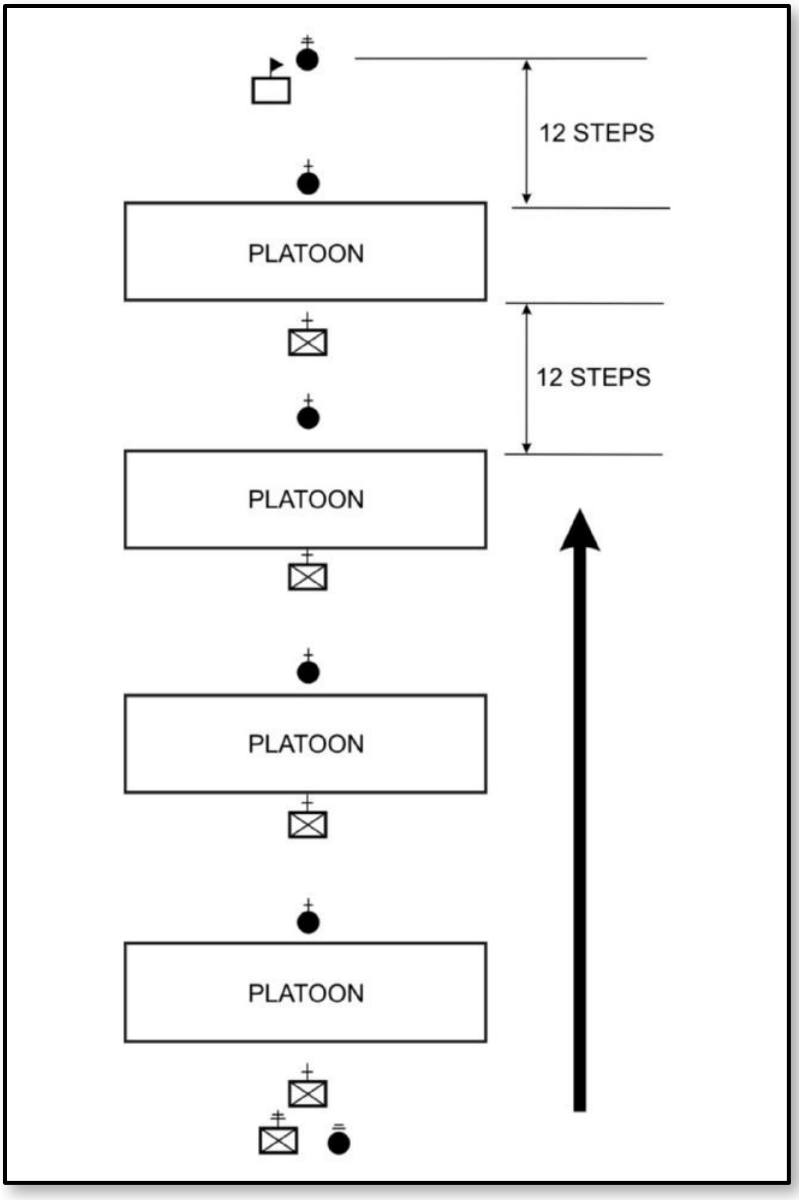


Figure 3.3.8
Company in column with platoons in line

Content Highlight:

DRILL TIPS

- The company has four prescribed formations: company in line with platoons in line, company in column with platoons in column, company in column with platoons in line (used primarily for ceremonies), and a company in a mass formation. However, the company may form into a column of twos in the same manner as the platoon.
- The company normally forms in a line formation; however, it may re-form in column when all personnel can identify their exact position in the formation.
- The company forms basically the same as the platoon. On the command "FALL IN," platoons form in line, centered on, and facing the person forming the unit, with five-step intervals between platoons.
- When in a line or a mass formation, the right platoon serves as the base; when in a column formation, the lead platoon serves as the base.
- The first sergeant assumes the position of the company commander if there are no officers present.
- Members of a company break ranks in the same manner as in platoon drill except that the individuals called from the formation form on the company commander rather than on the platoon leader.
- The company marches, rests, and executes eyes right in the same manner as the platoon.

Dismissing the Company

The company is dismissed while at *Attention*. It is usually dismissed by the first sergeant.

"TAKE CHARGE OF YOUR PLATOONS"

The first sergeant commands "TAKE CHARGE OF YOUR PLATOONS". The platoon sergeants salute. The first sergeant returns all Salutes with one Salute. After Salutes are exchanged, the first sergeant and guidon bearer leave the formation. The platoon sergeants then dismiss their platoons as in platoon drill.

When the company is dismissed by the company commander, he commands "TAKE CHARGE OF YOUR PLATOONS." The platoon leaders salute. The company commander returns all Salutes with one Salute. After the Salutes are exchanged, the company commander, guidon bearer, first sergeant, and executive officer leave the formation.

The platoon leader(s) faces about and commands "PLATOON SERGEANT." The platoon sergeant faces to the right in marching and marches (inclines) around the squad leader(s), halts three steps in front of and centered on the platoon leader, and faces to theright. Each platoon leader then directs "TAKE CHARGE OF THE PLATOON." Salutes are exchanged. The platoon leaders leave the formation.

The platoon sergeants step forward three steps, face about, and dismiss the platoons as in platoon drill.

Conclusion

Company drill is yet another link in the chain of drill movements of Leadership Lab. A weak link can break a chain, so make certain that you have reviewed this information well. It is important that you are familiar with all of the positions and formations of company drill before you can move on to leadership responsibilities at the company and battalion levels, as well as battalion drill level.

Lesson Check-up

- **Describe the four types of company formation.**
- **Distinguish between forming a column of twos and forming a company mass.**
- **What is the standard formation when commanded to "FALL IN?"**

Battalion Drill

Key words

- **en route**
- **facilitate**
- **respective**

What You Will Learn to Do

Execute battalion drills

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices

Learning Objectives

- **Identify** the different types of battalion formations and related specific drill commands
- **Describe** the correct responses to battalion drill commands
- **Describe** the correct responses to inspection commands
- **Identify** the locations of the key platoon, company, and battalion personnel in battalion formations
- **Define** key words: en route, facilitate, respective

Essential Question

What are the specifics involved in the formations and inspection procedures for battalion drill?

This lesson uses content from "U.S. Army TC 3-21.5" dated 20 January 2012. Refer to this Training Circular for more information on Battalion Drill.

Introduction

This lesson covers battalion drill formations "without arms" and inspections. Your knowledge and recall of company drill from previous lessons will be vitally important in understanding this lesson. Pay special attention to the differences between the roles of key personnel—at the platoon, company, and battalion levels—in battalion drill.

Figure 3.4.1

This lesson teaches you the formations and inspection procedures for battalion drill. Battalion drill provides the procedures for executing company drill in conjunction with other companies in the same formation. For drill purposes, a battalion consists of a headquarters section, or the battalion staff, Colors, and two or more companies.

Formations

The battalion has two basic formations – a line and a column. Separate elements may be arranged in several variations within either formation.

Options for battalion line formation *(See Figure 3.4.3 for an example of the battalion in line formation)*:

- The battalion in line with the companies in line with platoons in line
- The battalion in line with the companies in column with platoons in line

Options for battalion column formation line *(See Figure 3.4.4 for an example of the battalion in column formation)*:

- The battalion in column with companies in column, or companies in mass
- The battalion in column with companies in column with platoons in line

When the battalion participates as a separate element of a larger formation, or if space is limited, the battalion can form in a mass formation. *(See Figure 3.4.5 for an example of the battalion in mass formation)*

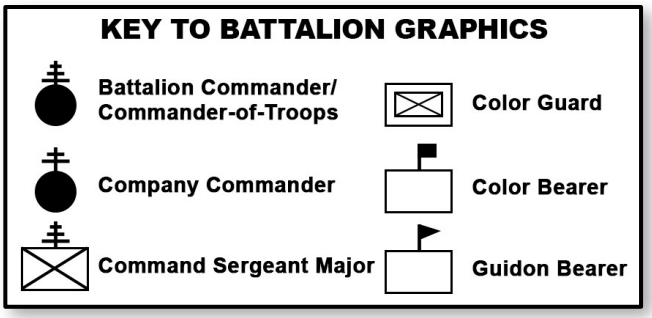


Figure 3.4.2
Key to Battalion Graphics

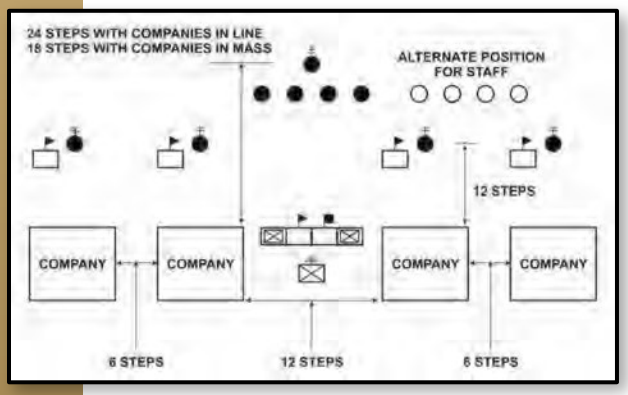


Figure 3.4.3
Battalion in line with companies in line or mass

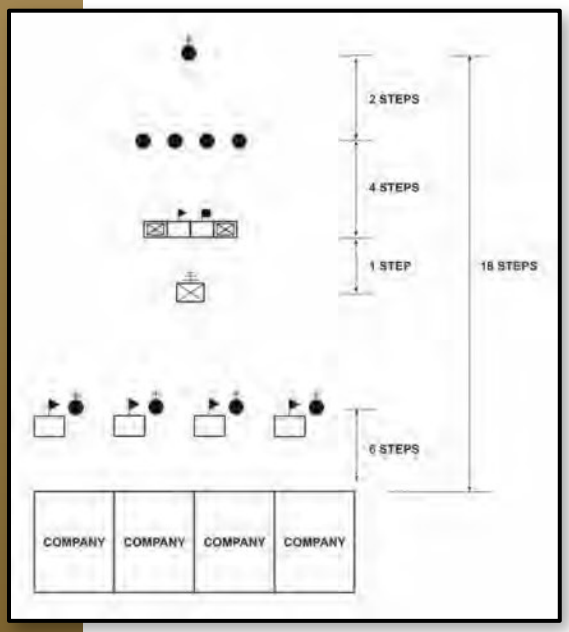


Figure 3.4.4
Battalion in mass formation

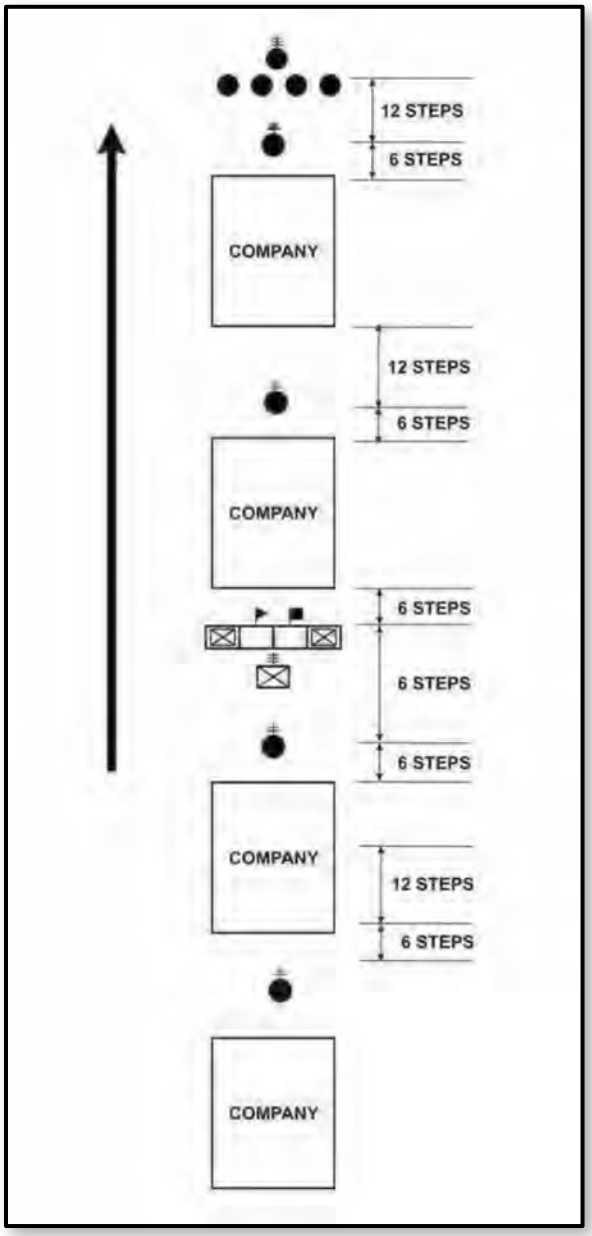


Figure 3.4.5
Battalion in column with companies in column or mass

Forming and Dismissing the Battalion

To **facilitate** the forming of a larger unit, the commander normally alerts the component units as to the desired formation, time, place, route, uniform, and the sequence in which the units will form. Unless the right guide's position at the formation site has been previously marked, the guides report to the site and receive instructions before the arrival of the troops.

The commissioned staff forms in one rank, at normal interval and centered on the commander. Staff members are normally arranged in their numerical order from right to left. When enlisted staff personnel form as part of the officer staff, they form two steps to the rear of their **respective** staff officer. The command sergeant major forms one step to the rear and centered on the Colors.

Key words

facilitate:
To ease the accomplishment of a task

respective:
Related, belonging, or assigned to

FORMING THE BATTALION

"ATTENTION"
"Sir, the battalion is formed"

The adjutant is responsible for the formation of troops. He takes a position at the right flank of the line on which the units are to form and faces down the line. He remains facing down the line until all units are formed and then marches to his post midway between the line of troops and the proposed position of the commander. As the battalion commander and his staff approach, the adjutant commands (directs) the units to "ATTENTION", faces the commander, salutes, and reports, "Sir, the battalion is formed."

The battalion commander returns the salute and commands "POST." The adjutant marches forward, passes to the commander's right, and takes his post as the right flank staff officer. The battalion commander then commands actions as desired.

Normally, the Colors are positioned at the center of the battalion when formed in line or column and four steps to the rear of the staff when formed in mass.

Figure 3.4.6

DISMISSING THE BATTALION

"TAKE CHARGE OF YOUR UNITS"

To dismiss the battalion, the battalion commander directs "TAKE CHARGE OF YOUR UNITS." The company commanders and battalion commander exchange salutes. The battalion commander returns all salutes with one salute then dismisses the staff. In a battalion mass formation, the platoon leaders form as the first rank of Cadets. The right flank platoon leader serves as the guide.

Inspecting the Battalion

Figure 3.4.7

When inspecting the battalion, the adjutant forms the *battalion in line with companies in line and platoons in line*.

"PREPARE FOR INSPECTION"
"AT EASE"

The adjutant forms the Cadets, reports, and takes a position with the staff as previously described. After the adjutant joins the staff, the battalion commander directs "PREPARE FOR INSPECTION." Unit commanders face about and give the same directive. The platoon leaders prepare their platoons for inspection in the same manner as in company drill.

When all platoons in each company have completed open ranks and dress right, the company commanders face the battalion commander. When all company commanders are again facing the battalion commander, the battalion commander commands "AT EASE."

Because of the time involved in inspecting a battalion, the battalion commander normally directs the staff to inspect the companies, while they inspect the Colors and make a general inspection of the battalion.

As the battalion commander (or the designated staff officer) approaches a company, the company commander faces about, salutes, and reports "Sir, ___ Company is prepared for inspection." The inspecting officer then proceeds to the first platoon to be inspected. The company commander takes a position to the left of the inspecting officer.

NOTE:
In the event a platoon has already been inspected, or it is still waiting to be inspected, and the battalion commander approaches, invite him/her to inspect the platoon.

Conducting an in-ranks inspection of units in battalion drill involves the same procedures as in company drill. However, since we did not cover those procedures previously, the following sections on company drill inspection apply.

COMPANY DRILL PROCEDURES *(for review purposes)*

Forming for Inspection

The formation for inspecting personnel and equipment in-ranks is *company in line with platoons in* line. With the company in a line formation, the company commander directs "PREPARE FOR INSPECTION." Platoon leaders (or Platoon Sergeants if First Sergeant is conducting the inspection) then face about, open ranks, and align the company. When all platoon leaders are facing the front, the company commander commands "AT EASE."

The company commander may direct the first sergeant and executive officer to accompany them during the inspection. If they do so, they take a position at normal interval (close interval if the company is at close interval) to the left of the company commander.

Inspecting the Cadets

During the inspection, the guidon bearer, officers, and noncommissioned officers who are not in ranks assume the position of attention as the inspecting officer approaches their positions. They resume the *At Ease* position after being inspected (if armed, they do not execute *Inspection Arms*).

Figure 3.4.8

The company commander begins the inspection by stepping forward and inspecting the guidon bearer. The company commander then faces to the half left in marching and proceeds to the right of the line. While approaching the right flank platoon, the platoon leader commands, over the right shoulder, "Platoon, ATTENTION." After the company commander halts directly in front of the platoon leader, the platoon leader salutes and reports, "Sir, the platoon is prepared for inspection." The company commander returns the salute and inspects the platoon leader.

The company commander then directs the platoon leader to lead them through the inspection, faces to the half left in marching, and halts directly in front of the squad leader of the first squad. As the company commander faces to the half left in marching, the platoon leader faces to the right in marching, inclines, and halts directly in front of the second Cadet in the first squad and on line with and at normal interval (close interval) to the right of the company commander. The other platoon leaders execute the same actions as the company commander approaches their platoons.

As soon as the platoon leader and company commander have halted in front of the first two Cadets, the platoon leader commands "Second, Third, and Fourth Squads, AT EASE." When moving from Cadet to Cadet during the inspection, the company commander and platoon leader (as well as the executive officer and first sergeant) simultaneously face to the right in marching, take two short steps (one step if the company is at close interval), halt, and face to the left.

After the company commander has inspected the last Cadet in the front rank, the platoon leader hesitates momentarily and allows the company commander to walk in front while inspecting the front rank from the rear. As the company commander inspects the rear of each rank, the platoon leader commands the next squad to attention. Then, as they begin

to inspect the next rank, the platoon leader commands the last rank inspected to stand *At Ease*.

Normally, when inspecting the rear of each rank, the company commander conducts a walking inspection. As the commander inspects the rear of the last Cadet in each rank, they turn and halt directly in front of the squad leader of the next rank. The platoon leader turns and halts directly in front of the second Cadet. The executive officer and first sergeant march past (behind) the company commander and assume their positions to the left.

Figure 3.4.9

Inspection with Arms

As the company commander halts directly in front of, and facing, the individual being inspected, the individual executes *Inspection Arms*. If the company commander wants to inspect the individual's weapon, they will inspect it first, then the individual's uniform and appearance. As soon as the company commander grasps the weapon, the individual releases it and resumes the *Position of Attention*. When the company commander finishes inspecting the weapon, they return it in the same manner as receiving it.

In the event the company commander does not inspect the weapon, the Cadet remains at *Inspection Arms* until the company commander moves to, and is facing, the next Cadet. Then, the previously inspected Cadet executes *Ready, Port Arms*, and *Order Arms.*

Completing the Company/Platoon Inspections

When the company commander finishes inspecting the platoon, the platoon leader commands the platoon to *Attention* and overtakes the company commander **en route** back to the front of the platoon. The platoon leader halts at his post (six steps in front and centered on the platoon), faces the front, and exchanges salutes with the company commander. The company commander (executive officer and first sergeant) faces to the right in marching and moves to the next platoon.

As soon as the company commander clears the first platoon, the platoon leader faces about, commands "Close Ranks, MARCH" and "AT EASE," then faces about and executes *At Ease*. After the company commander completes the inspection of the last platoon, he/she returns to the post at the center of the company and commands the company to *Attention*.

Key words

en route:
In motion towards a destination

Completing the Battalion Inspection

When the battalion commander and staff officers have completed their inspections and are en route back to their posts, the company commanders bring their units to *Attention, Close Ranks, and At Ease*. When the battalion commander and staff reach the front of the formation, the inspection is complete.

Content Highlight:

DRILL TIPS

- The right flank unit serves as base when in a line formation, whereas the lead element is the base when in column.
- To facilitate the forming of a larger unit, the commander normally alerts the subordinate units of the desired formation, time, place, route, uniform, and the sequence in which the units will form.
- Unless the S-3 has previously marked the position of the right guides at the formation site, the right guards report to the site and receive instructions prior to the arrival of the Cadets.
- The commissioned staff forms in one rank at normal interval and centered on the commander. The commander-of-troops normally arranges the staff members in numerical order (S-1, S-2, S-3, S-4, etc.) from right to left as they face the battalion.
- When enlisted staff personnel form as part of the officer staff, they form two steps to the rear of their respective staff officer.
- The command sergeant major forms one step to the rear of the commissioned staff, and centered on the commander, or one step to the rear, and centered on the Colors when in a battalion mass formation.

Conclusion

Now that you have reviewed battalion formations and inspections, you can see how each echelon continues to build upon previously learned skills. These new skills will enable you to perform drill in larger units. Study and practice will make your drill performance outstanding.

Lesson Check-up

- **What is the correct procedure for forming the battalion for inspection?**
- **What is the correct procedure for inspecting arms in ranks?**
- **Distinguish among the purpose for forming, inspecting, and dismissing a battalion.**

CHAPTER 4

Figure 4.0

SERVICE LEARNING

Chapter Outline

LESSON 1: Managing a Service Learning Project (p.108)

What management functions and planning tools can you use to help you manage a successful service learning project?

LESSON 1

Managing a Service Learning Project

What You Will Learn to Do

Manage a service learning project

Linked Core Abilities

- Apply critical thinking techniques
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Describe** the four project management phases
- **Identify** the critical components needed for successful project management
- **Identify** the key features of Gantt and PERT charts
- **Define** key words: Gantt Chart, implementation, PERT Chart, project management

Key words

- **Gantt Chart**
- **implementation**
- **PERT Chart**
- **project management**

Essential Question

What management functions and planning tools can you use to help you manage a successful service learning project?

Introduction

Projects, like your service learning project, have definite beginnings and endings. That makes them somewhat different from ongoing work and requires special management skills. Your project team may be composed of people outside those you directly supervise; however, you will be responsible for supervising their work on the team. All the knowledge and skills you have learned thus far in your JROTC program will come to play when you need to manage the entire service learning project as a member of the management team or as the project team leader.

This lesson helps you identify critical issues associated with project management stages, understand how to use appropriate tools in managing a project, and learn and practice a variety of techniques required to manage projects, like your service learning project, successfully.

Key words

project management: The authority to plan, organize, and direct tasks towards a specific goal

implementation To put into action

The Stages of Project Management

Figure 4.1.1

By now, you've learned about the five functions of managing resources: planning, organizing, coordinating, directing, and controlling. Managing a project like service learning is actually an extension of the five management functions. The four-stage model for **project management** includes the definition, planning, **implementation**, and follow-up stages.

In the ***definition stage***, you organize the data, sort complex information, and clarify the goals in consideration of the organization's goals. In the ***planning stage***, you think ahead, seek expert advice, maintain objectivity, and identify subdivisions of the project. The ***implementation stage*** is where you monitor the performance, establish contingencies, and plan for prevention. Finally, the ***follow-up stage*** requires you to evaluate the results and make recommendations.

The following management functions are used in various stages of project management.

PROJECT MANAGEMENT STAGE	MANAGEMENT FUNCTIONS USED
Definition	Planning
Planning	Planning / Organizing
Implementation	Coordinating / Directing / Controlling
Follow-up	Controlling

Key words

Gantt Chart:
A chart showing the flow of activities in sequence

Tools for Project Management

It is important for you to set objectives and establish a basic strategy for achieving the objectives with regard to issues like time, cost, etc. It is also important for you to break the project down into subunits or steps once the extent of the project's goals is determined. You will need to develop a project schedule and identify the sequence in which actions should take place.

GANTT CHART

One way of displaying the time relationship of the steps in the project is by using a **Gantt Chart** *(see Figure 4.1.2)*. Henry Gantt, an industrial engineer, introduced this procedure in the early 1900s. The chart shows the flow of activities in sequence.

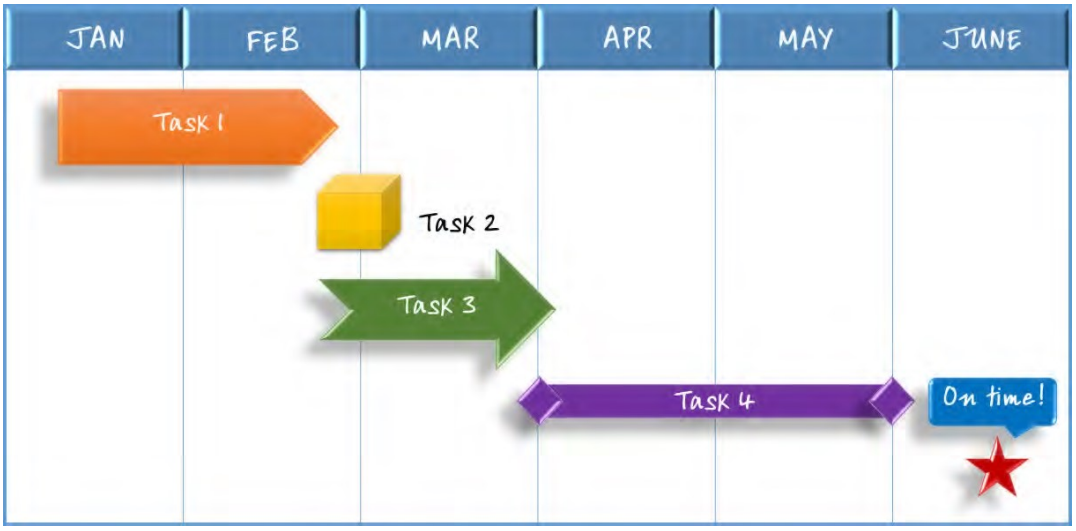


Figure 4.1.2

To create a Gantt Chart you must list the steps required to complete the project and the estimated time for each step. The steps are listed down the left side with time intervals given along the bottom. When the chart is finished, one can see the minimum total time for the project, the sequence of steps, and the possible overlapping of steps. You will need to watch for overuse of resources. This chart is more detailed than the planning chart used in the lesson: *Planning for Service Learning.*

PERT CHART

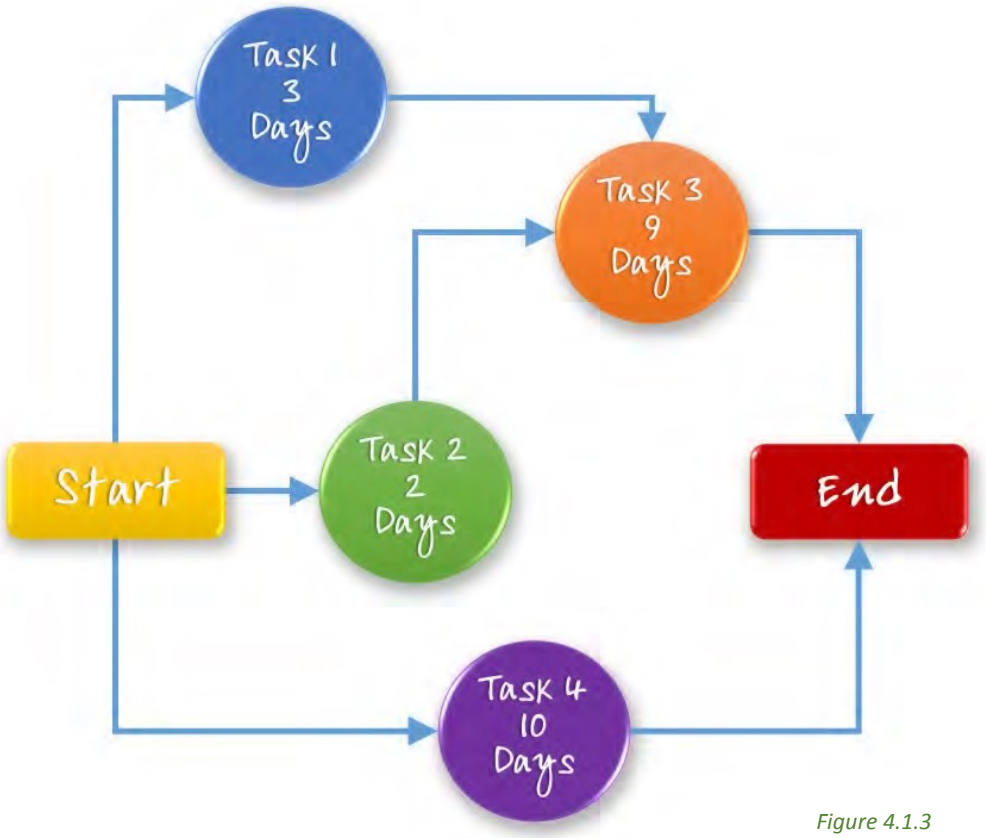


Figure 4.1.3

Another useful tool in project management is **PERT Chart** *(see Figure 4.1.3)*. PERT stands for Program Evaluation and Review Technique, and this planning method helps the project team to:

- Be mutually aware of the process and sub-goals
- Contribute to and share in the decision made about how, when, and by whom activities are done
- Make more efficient use of resources by concentrating effort and time on critical tasks rather than devoting time to subtasks while tasks of greater priority lack hands
- Re-evaluate the project while it is underway
- Reallocate resources to cope with unexpected blocks to task accomplishment or to take advantage of unanticipated success in meeting some sub-goals

Key words

PERT Chart:
A chart identifying sequences of dependent activities

PERT is a group-analysis flowchart procedure that begins with identifying the sequences of dependent activities. Take a look at the following example for planning a picnic.

Content Highlight:
IDENTIFYING SEQUENCE

You begin at the end, such as:

1. Before we can arrive at the picnic grounds, we must travel there in the car.
2. Before we can travel in the car, we must fill up the gas tank and check the oil.
3. Before we do that, we must have traveled to the service station.
4. Before we can start out for the service station, we must have loaded all the supplies in the car—except ice, which we can get at the gas station.

So we draw a network of activities, each of which ends in an event.

Figure 4.1.4

Another example of this is you're getting up each morning to "get to school." Suppose you need to be at school no later than 8 a.m. You would list all the events that need to take place from the time you wake up to the time you arrive—AND the length of time it takes you to do each event. You would then back out from 8 a.m. to determine what time you would need to set your alarm clock.

Figure 4.1.5

Putting all this together is your responsibility as project team leader. You will need a working knowledge of these tools, your communication skills, your skills for setting expectations, provide continual evaluation, and follow-up using the appropriate leadership style. Your knowledge in leading meetings will also come in handy here. You see, it is time to put it all together so you can lead your project team and manage the service learning project.

Conclusion

In this lesson, you learned to identify critical issues associated with project management stages, understand how to use appropriate tools in managing a service learning project, and practice using a variety of techniques required to manage projects successfully.

Lesson Check-up

- **What are the four stages of project management?**
- **How are the stages of project management and functions of management related?**
- **How is a PERT Chart different than a Gantt Chart?**

CHAPTER 5

Figure 5.0

CITIZENSHIP & GOVERNMENT

Chapter Outline

LESSON 1: **Challenges to Fundamental Principles** (p.116)

How do our nation's fundamental principles affect debates about current issues?

LESSON 2: **The Future of Citizen Rights** (p.128)

How might current trends impact citizenship and democracy in the future?

LESSON 1

Challenges to Fundamental Principles

Key words

- **fundamental**
- **principle**
- **surveillance**
- **transparency**

What You Will Learn to Do

Examine how competing principles and values challenge the fundamental principles of our society

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Explain** the importance of fundamental principles
- **Compare** positions on issues related to the fundamental principles and values of government and individual rights in American society

Essential Question

How do our nation's fundamental principles affect debates about current issues?

Learning Objectives (cont'd)

- **Define** key words: fundamental, principle, surveillance, transparency

Introduction

When you've studied American history, have you ever wondered how it relates to our society and our government today? In many ways, the history of our nation shows the building blocks for where our society is today. In this lesson, you will see how **fundamental principle**s from our own history and values of our government relate to contemporary issues. You'll also consider the difficulty in balancing different principles and values in specific situations.

This lesson is a little different from other lessons. Here you'll be asked to consider different viewpoints. To have an informed viewpoint, you may need to research a topic on your own. However, facts alone won't always help resolve the challenges confronting fundamental principles.

Key words

fundamental:
Basic, primary, or of central importance

principle:
A basic truth or idea that serves as the foundation

The Importance of Fundamental Principles

Fundamental principles are the ideas that guide our government. In theory, they are the foundation for new laws and regulations that are created and enforced. In this lesson, we'll look at five fundamental principles:

- Consent of the governed
- Representative government
- Limited government
- Individual freedom
- Rule of law

Figure 5.1.1

These principles are based on fundamental values—our most basic ideas about what is important. While individuals have different values, historians mostly agree that the founding principles of our nation rest on the values of patriotism, truth, diversity, equality of opportunity, justice, the common good, and individual rights to life, liberty, and the pursuit of happiness. These values can also conflict with each other.

Many of the debates lawmakers have about whether to vote for a proposed law have to do with these basic values and principles. While the founders considered these principles the basis for our federal government, you'll see that these ideas are so powerful they carry into debates about state and local legislation.

Content Enhancement:

"SUPER-SIZED" SUGARY DRINKS

In 2012 the New York City Board of Health approved a ban on the sale of "super-sized" sugary drinks. The Mayor at that time, Michael Bloomberg, wanted the ban as a way to combat obesity and deadly health problems associated with over-consumption of sugary drinks. He argued that the public supported it and it would save lives. Supporters of the "super-size" rule also pointed out that if people wanted more sugary drinks, they could still buy two or three smaller containers.

This may not seem like an important issue—but many people and businesses were outraged by the proposal. They said the government shouldn't be able to decide what size drink they can buy. They were reacting to the principle of individual freedom.

Eventually the courts struck down the rule, but not on the grounds of individual freedom. The courts ruled that the Board of Health did not have the authority to make such a rule: "By choosing among competing policy goals, without any legislative delegation or guidance, the Board engaged in law-making and thus infringed upon the legislative jurisdiction of the City Council." In short, the Board of Health exceeded its powers. This touches on the principles of limited government and consent of the governed. However, the courts did not address another fundamental idea about government—that government shall serve the public good.

Figure 5.1.2

Fundamental principles remind us of our government's role and purpose. They keep our society from straying too far from the ideas that our nation is based upon. Our nation's founders were aware that circumstances of their era would change in the future. And indeed, we have added amendments to the Constitution as our principles were challenged. For example, amendments put an end to voting bans based on race, color, gender, or age over 18. These changes to the Constitution are based on the fundamental principle of individual rights. People who consider our Constitution a "living document" often point to amendments as an example of how our nation can adapt to changes in society without betraying fundamental principles.

A Common Theme: Individual Rights v. Rights of Society

The tension between the rights of individuals (personal liberty) and the rights of society (safety, obeying laws, etc.) is one that you will see again and again. Frequently, as the rights of the individual increases, the rights of society decrease. Likewise, as society's rights increase, individuals lose rights.

Figure 5.1.3

Consider airport security. In 1960, airports did not routinely check passengers for an ID or search luggage. As threats to safety increased, so did security requirements. After the terrorist attacks in 2001, the government created an agency to be in charge of airport security. Now, air travelers must display ID, walk through body scans, and have their luggage searched. If you ask air travelers about security, they may complain about the process, but the vast majority understands that security screens are balanced by the need for safety.

As you read conflicting principles, consider how many issues touch on the rights of the individual versus the rights of society.

Individual Rights

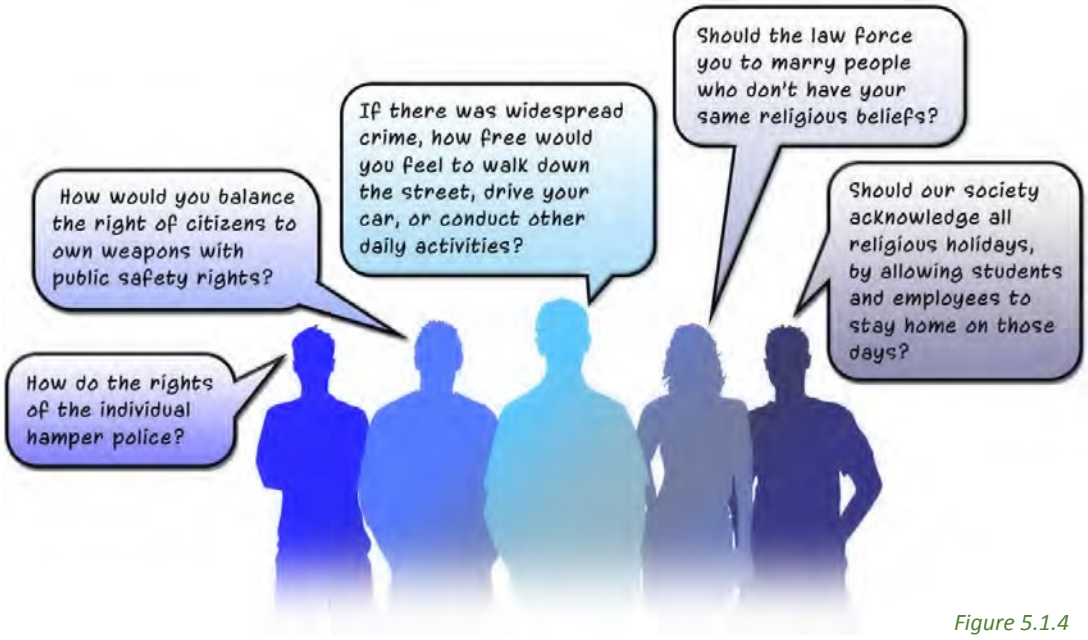


Figure 5.1.4

Individual rights are protected by the Bill of Rights in our Constitution. For example, no one can take away your right to practice the religion of your choice. The value of individual rights to "life, liberty, and the pursuit of happiness" comes from our Declaration of Independence. It's one of the core values of our society. However, individual rights can be interpreted differently and can also be in conflict with other fundamental values and principles.

YOUR RIGHTS WITH POLICE

The job of police is to protect society—and individuals—from lawbreakers. Do you know what your rights are if a police officer wants to talk to you? If an officer stops you and questions you? If you are arrested? Let's look at a few situations.

Figure 5.1.5

- Police have the power to approach people and ask questions. It doesn't mean they necessarily think you have done something wrong. They might just be seeking information about a reported suspect. Remember, their job is to enforce laws and keep the community safe from criminals. So it's reasonable to answer their questions honestly. If you answer dishonestly, you can get into trouble for obstructing justice. However, legally you have the right to remain silent.
- Suppose an officer stops you using a show of force or authority—the police literally say "Stop. I need to ask you questions." They may also show their badges or pull out a weapon. In general, if police stop you in this way, they have to be able to justify (possibly in court at a later date) that there was a legitimate reason to stop you or suspect you in some way. If police recite your rights (such as the right to remain silent), it means they suspect you of committing a crime. Again, you have the right to remain silent. You also have the right to refuse a search of your home or car, unless the officer has a search warrant. You also have the right to ask if you are free to go.
- If you are stopped for a traffic violation, such as speeding, stay in your car until approached. The police will tell you why you were stopped. Never run from police, touch a police officer, or argue. Resisting arrest is a crime.
- If you are arrested, you have the right to remain silent, to refuse to answer questions, to refuse to sign documents, and to speak with an attorney that will be appointed to you if you request it. You also have the right to make one phone call.

Content Enhancement:

BALANCING FREEDOM

Balancing individual rights and society's rights is not a new problem. The Founders of our nation grappled with this problem when they drafted the Constitution. Consider the following quotes.

> ***"They that can give up essential liberty, to obtain a little temporary safety, deserve neither liberty nor safety."*** – Benjamin Franklin
>
> ***"Liberty, too, must be limited in order to be possessed."*** – Edmund Burke
>
> ***"Since the general civilization of mankind, I believe there are more instances of the abridgment of the freedom of the people by gradual and silent encroachments of those in power, than by violent and sudden usurpation."*** – James Madison

Now imagine you are a police officer trying to stop a drug dealer or apprehend a robber. How do the rights of the individual hamper your job? If there was widespread crime, how free would you feel to walk down the street, drive your car, or conduct other daily activities?

WEAPONS RIGHTS

The right to own weapons is found in the Second Amendment to the Constitution. It states: "A well-regulated Militia, being necessary to the security of a Free State, the right of the people to keep and bear Arms, shall not be infringed." For many decades our nation has debated gun rights. One side of the debate argues against any regulation of gun ownership. The other side calls for gun registration, background checks, and bans on military-type assault weapons. The debate over guns has become more inflamed as the number of mass shootings has increased in our nation. How would you balance the right of citizens to own weapons with public safety rights? If you were a police officer, would you want more citizens or fewer citizens to have guns?

Figure 5.1.6

RELIGIOUS FREEDOMS AND SOCIAL CUSTOMS

No one questions the right of individuals to practice their religion. However, if you belong to a religion other than Christianity, you might feel that your religious holidays are not treated the same as Christian holidays such as Christmas or Easter. Should our society acknowledge all religious holidays, by allowing students and employees to stay home on those days? What do you think about the low age for marriage in some religions and cultures? Should the government allow that because of religion or culture? Or is society best served by not allowing children and teenagers to marry?

Figure 5.1.7

Here's another question about freedom of religion. Suppose you are a Christian City Clerk whose job it is to issue marriage licenses. Should the law force you to marry people who don't have your religious beliefs? What about the rights of the people who want to get married? Are they being discriminated against based on religion? If your job requires you to do something your religion does not agree with, should you get another job or be accommodated? How would you balance the rights of the two sides?

Consent of the Governed

Consent of the governed is not explicitly part of our Constitution. However, the Declaration of Independence states: "Governments are instituted among Men, deriving their just powers from the consent of the governed." In other words, government is created by the people and for the people. The government gets its power from the people because people consent. If enough people don't like the government, they can change it. Consent of the governed is the most basic principle of a democracy. It is closely tied to the idea of democracy and the right to vote.

Consider the topics listed below. How do the issues they raise challenge the principle of the consent of the governed?

VOTING LAWS

Figure 5.1.8

Several states have passed laws requiring voters to present a photo ID in order to vote to prevent voter impersonation. Critics of these laws say they place a burden on people who don't have a driver's license, such as the poor, young, elderly, and urban residents. Some states have also reduced the number of hours available for people to vote and have made it very difficult for ex-felons to vote. How do you think these laws affect voter participation and the consent of the governed? How would you balance this principal with the value of truth and the potential for voter impersonation? Should voting be mandatory? If so, how would it be enforced?

SURVEILLANCE AND SECURITY

Figure 5.1.9

Government has the right to protect its citizens from foreign or domestic attacks by terrorists. This has been often done by **surveillance** – close observation of suspects. Should the government be allowed to collect "private" data on all citizens from their phones and internet accounts? How does this compare with security checks and body scans at airports, where there is implied consent from travelers?

TRANSPARENCY AND SECRECY

Figure 5.1.10

Transparency in government has to do with citizen's ability to know what our government is doing. In this meaning of the word, transparency is the opposite of secrecy. However, sometimes secrecy makes sense. People have come to expect that governments have "top secret" information in times of conflict or war. This is information that could harm our troops or our nation if our enemies knew about it.

Key words

surveillance:
Close observation or data collection of a suspect

transparency:
In this case, openness and visibility about what the government is doing or plans to do

Consider the secret drone mission used to attack terrorists in other countries, or secret prisons used to detain suspected terrorists. What would happen if terrorists found out about this? Clearly, it would expose our troops and citizens to attack.

Now consider treaties made with other nations about trade. Congress must approve the treaties. If the content of the treaties is kept secret, how can citizens consent or even have an opinion about it? Should proposed treaties be transparent to the public before Congress votes on them?

Representative Government

Figure 5.1.11

The Articles of the U.S. Constitution created a representative government. In a representative government, people choose leaders to make laws on their behalf. Because citizens have the power of the vote, they can choose or reject candidates who want to represent them. This is one way citizens have indirect power over government.

CAMPAIGN FINANCING

Since modern times, money has been part of politics. Candidates running for office collect money from their supporters to pay for the cost of running a campaign, such as advertising their positions and qualifications, travel, and staff.

In recent years, we have seen a huge growth in the amount of money spent on campaigns. At the time of this writing, much of the money comes from groups that are not required to disclose their contributors. The Supreme Court ruled in 1976 that laws limiting campaign spending violate constitutional rights to free speech and association. More recently in 2010, the Supreme Court ruled that corporate money spent on an election's political broadcasts cannot be restricted. Do you think these rulings have had an effect on candidates running for office? On representative government? Would you think about this issue differently if candidates were required to publicly disclose all of their contributions? Would you favor a constitutional amendment to address campaign financing?

What other issues do you think challenge representative government? Is the Electoral College truly representative or should presidential elections be based purely on popular votes? What about primary elections, do party caucuses support representative government?

Figure 5.1.12

Rule of Law

The idea of rule of law states that people, including those who govern, are bound by the law. Everyone—the president, generals, police officers, rich, and poor alike—must follow the law.

EXECUTIVE ACTIONS

One of our principles is that proposed laws are made by Congress and signed into law by the president. So what happens when a president issues an executive action and makes a new rule about the way something is done?

For example, because there was not a feasible way to enforce immigration laws on undocumented immigrants who arrived in the U.S. as children, an executive order was issued to agencies that they should postpone enforcing the law against these immigrants. Does this executive order challenge the rule of law? What happens to respect for laws, when laws are not enforced or not able to be enforced? Or was this a practical move by the president, because the current law was outdated for the social realities, there was not enough staffing to enforce laws, and Congress was unable to pass legislation on this issue?

Figure 5.1.13

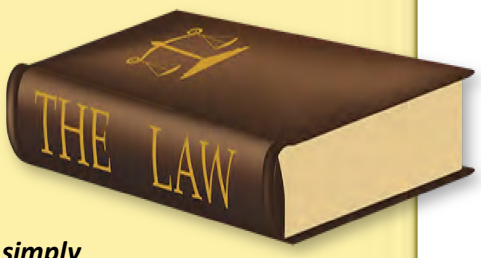
Content Enhancement:

WHAT IS A LAW?

You know what a law is. However, have you considered how laws can be undone? Or how some things that are NOT laws, are so embedded in our society that they seem to be law? For example, in the past people who married outside of their religion were ostracized, even though there was no law against it. The following quotes illustrate different perspectives on law.

"No written law has ever been more binding than unwritten custom supported by popular opinion." – Carrie Chapman Catt

"The people made the Constitution and the people can unmake it. It is the creature of their own will, and lives only by their will." – John Marshall



"When I refuse to obey an unjust law, I do not contest the right of the majority to command, but I simply appeal from the sovereignty of the people to the sovereignty of the mankind." – Alexis de Tocqueville

Figure 5.1.14

NEW LAWS

If people think a law is bad, how do they change it? In some cases, people have protested unjust laws by intentionally breaking them. During the Civil Rights movement of the 1960s, African Americans were arrested for sitting in "whites-only" sections of a restaurant. Do you think we have current laws that are unjust? If so, how would you protest?

Figure 5.1.15

Consider another example. In 1971, the Public Health Cigarette Smoking Act went into effect banning cigarette ads on television and radio. Did this law conflict with individual freedom? Did government over step its "limited" authority by outlawing cigarette manufacturer's electronic advertising on public airwaves?

Role and Size of Government

The idea of limited government comes from the Ninth and Tenth Amendment to our Constitution. The Ninth Amendment says people retain rights not expressly written in the Constitution. The Tenth Amendment says the powers of the federal government are expressed in the Constitution; all remaining powers are reserved for the states.

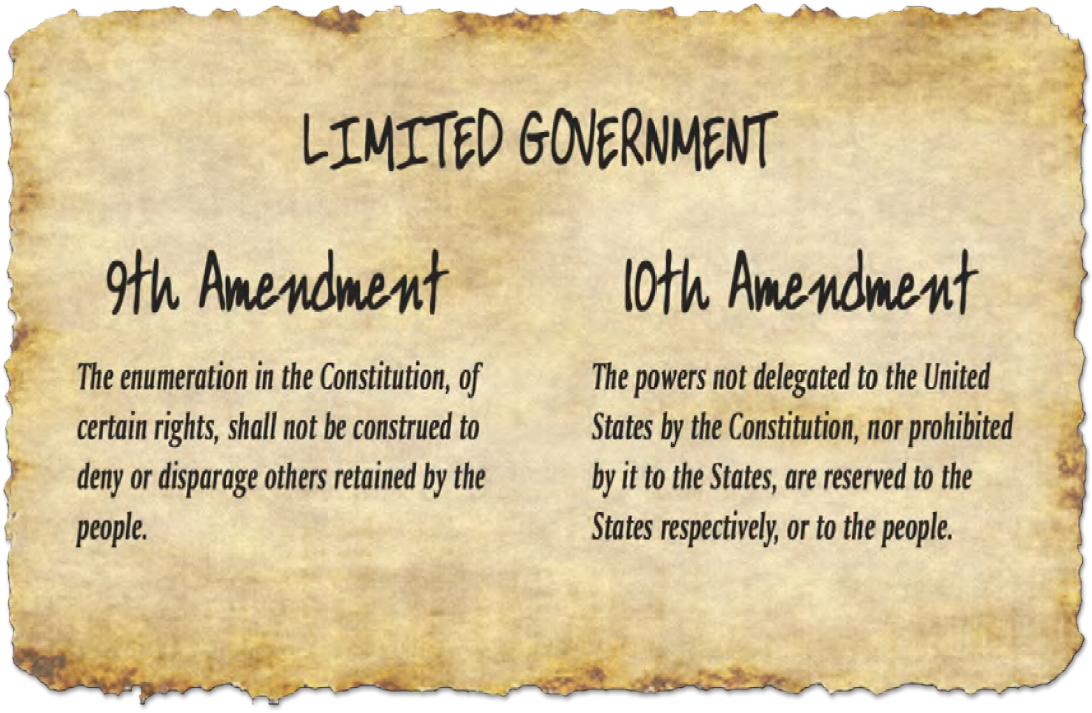


Figure 5.1.16

Government has often expanded to meet the needs of citizens or "the common good." For example, government expanded to provide healthcare coverage for the elderly and disabled through Medicare. Our nation has had free, mandatory education since the late 1800s, and extended it across the nation by the 1920s. While public education was an enormous benefit to citizens in countless ways, it also expanded government in ways that were not defined by the constitution. With the tax money collected for public education, local governments could build schools, hire teachers, and make rules about what was taught in school. The federal role in education is limited. Because of the Tenth Amendment, most education policy is decided at the state and local levels.

Figure 5.1.17

In reality, government also expands to address problems to other aspects of our democracy. Consider the Internal Revenue Service. The IRS is responsible for collecting federal taxes from citizens. Because some people cheat on their taxes, IRS employees have the responsibility to look for and prosecute tax fraud. Just finding instances of fraud or identity theft is a huge job and the IRS has employed thousands of people for this reason—an expansion of government. However, between 2010 and 2015, the budget for the IRS was cut, leading to almost 10,000 fewer employees to enforce tax laws.

This tension between the size of government agencies and its ability to stop fraud is not limited to the IRS. Government programs like Medicare also need thousands of employees to process payments, send letters, look for fraud, and so on. Has the challenge to limit government spending in certain agencies been a detriment to the functioning of the government as a whole? Or is it better to limit the role of government in these areas and have less regulation in the first place? How can government balance its function and size with the need for honesty and rule of law?

For example, in the early part of this century our nation went to war in Iraq without drafting citizens. It was able to do this in part because it made contracts with private companies to take on some of the roles that soldiers would normally take. By 2008, the government employed 155,826 private contractors in Iraq—and 152,275 troops. This degree of privatization is unprecedented in modern warfare. How do you think using private companies in war zone affects the role of government? How do you think it affects public opinion about a war? Who is accountable if a private contractor does something wrong, and creates more conflict in another nation?

Conclusion

In this lesson, you've considered some of the challenges in balancing conflicts between fundamental principles. You've seen that the questions about fundamental principles are not easy ones to answer. In our system of government, these questions are often answered after much debate. And sometimes, the answers change as our society changes. As you grow older and live through more decades, you will see how our nation addresses some of the challenges mentioned in this lesson.

Lesson Check-up

- **Why are fundamental principles important?**
- **Explain why the rights of the individual are often in conflict with the rights of society.**
- **Do you think some fundamental principles are more important than others?**

The Future of Citizen Rights

Key words

- **automation**
- **cyberattack**
- **infrastructure**
- **instability**
- **social cohesion**

What You Will Learn to Do

Develop solutions for future challenges to citizen rights

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Learning Objectives

- **Describe** the potential impacts of increased diversity
- **Explain** some of the ways developments in technology might impact direct democracy, privacy, and free speech
- **Explain** how terrorism and cyberattacks can limit citizen freedoms

Essential Question

How might current trends impact citizenship and democracy in the future?

Learning Objectives (cont'd)

- **Explain** why economic instability can pose a threat to democracy and citizen rights
- **Define** key words: automation, cyberattack, infrastructure, instability, social cohesion

Introduction

The world changes every day. More people are born, new products are invented, new conflicts arise, and new ideas spread. Change often happens faster than our laws can respond. In addition, these changes can have an enormous effect on citizen rights. In this lesson, you'll look toward the future and speculate how trends we are seeing today may pose questions for citizen rights in the future. You'll examine the impact of diversity, technology, terrorism, and economic trends on citizenship and democracy.

Figure 5.2.1

Diversity and Social Change

Our nation is becoming more diverse. Population experts predict that the United States will have more people of different races, ethnic backgrounds, and religions in the future. To some, future diversity is no different from what has been going on throughout our

Key words

social cohesion:
The ability of society's members to cooperate with each other and acknowledge shared interests

nation's history. We started out as a nation of immigrants, and we continue to be. The diversity of our population has strengthened the ideals that are important to all humans, regardless of their background. Diversity can also enrich our culture and make us more understanding of people who aren't like us or live in another country.

Others worry that too much diversity will cause us to lose the common ties that bind us as a nation. They fear that **social cohesion** will erode if one group is pitted against another. This could also damage our ideas about the common good, as people become more focused on their own self-interests. What obligations do you think you have toward people who have social, religious, or political beliefs with which you disagree? Is there such a thing as too much diversity?

Content Enhancement:

BEING AN AMERICAN

In 1915, President Woodrow Wilson addressed a group of 4,000 newly naturalized citizens. Read the quote below. Do you think it has meaning for immigrants who are becoming naturalized citizens today? Why or why not?

"You cannot become thorough Americans if you think of yourselves in groups. America does not consist of groups. A man who thinks of himself as belonging to a particular national group in America has not yet become an American, and the man who goes among you to trade upon your nationality is no worthy son to live under the Stars and Stripes.

My urgent advice to you would be, not only always to think first of America, but always, also, to think first of humanity. You do not love humanity if you seek to divide humanity into jealous camps."

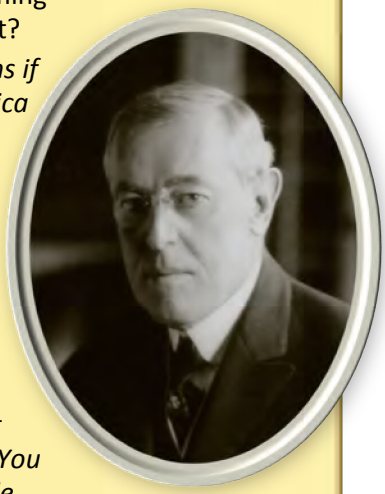


Figure 5.2.2

Technological Impacts on Citizenship

Thousands of science fiction novels speculate how technology may change society—how humans work, interact with each other, communicate, and so on. Some of this speculation has been accurate. For example, computer technology now dominates our lives. Many people describe feeling lost without their phones or Internet access.

Some of the speculation is positive—technology could improve citizen participation in our democracy. People have more information, faster communication, and better tools for communicating with each other. Consider political candidates who are able to campaign and raise money

on the Internet. They don't have to go through news organizations or buy television ads to spread their messages. Ordinary citizens can also use websites and social media to organize others who share their ideas. However, not all of this is for the good. What happens when criminals or terrorists use technology for recruiting new followers? Should the government shut down their websites, or is that a violation of free speech?

Technology could also bring more direct democracy. Instead of citizens voting for elected representatives, they could vote directly for or against legislation. Going to the polls to vote and using paper ballots could become a thing of the past. Do you think this is a good idea? How might direct democracy affect the rights of those in the minority? Under a direct democracy, what additional responsibilities would citizens have? If there were no paper trail, how would we know if someone "hacked" the vote—tampered with the technology to cheat on the outcome?

Technology has already raised huge questions about privacy. Social media and other websites can track a user's location, interests, friends, family, etc. They can also share your personal information with other companies or with the government. In addition, technology allows police or individuals to set up mobile cell phone towers—enabling them to listen to phone conversations and more. Do you think citizens have a right to electronic privacy? Who owns your personal information—you, the government, or anyone who collects it? What makes information about a citizen public or private? Would you give up your privacy for access to free, easy communication with your friends?

Figure 5.2.3

Electronic communication also has implications for free speech and personal safety. Social media makes it easy for people to bully others—they don't even have to confront a person face-to-face. In some cases, social media bullying has led to teen suicides. Should social media platforms and other websites monitor and remove comments when there are complaints about cyberbullying? Who gets to decide when something online has crossed the line from being a rude comment to being harassment?

Figure 5.2.4

The Internet also makes it possible to start rumors about people or create false statements about a law or political situation. In the case of rumors, it can be hard to track the source of the rumor—making it almost impossible to take legal action against someone for libel. If a rumor catches on, it can seriously damage a person's reputation.

The ugly side of the Internet is filled with hate speeches and messages, by terrorists who want to attack our nation and other nations, and by "pirates" who steal copyrighted content and post it on a website. The government has the ability to block these sites.

Figure 5.2.5

It has blocked "pirate" sites that are in clear violation of copyright law. However, there are problems in blocking sites that encourage hatred. Where do you draw the line between free speech and government suppression of ideas it disagrees with? How would you answer this question? Some governments have blocked websites of many writers and political opponents. They have also blocked search results, so that if someone is searching for different opinions, they won't find it on the Internet. In this case, the government has acted to protect its power, not the free speech of its citizens. Do you think blocking websites is the same as censorship?

Terrorism and International Relations

Figure 5.2.6

Technology also plays a role in broader issues, such as terrorism and international relations. The terrorist attacks on our nation in 2001 led to extraordinary measures to prevent additional attacks and monitor potential suspects. In 2013, an employee leaked information to show that the National Security Agency (NSA) was conducting massive surveillance of Internet communication and phone records of U.S. citizens and citizens of other nations. Technology and the cooperation of private technology companies made this government surveillance possible. Many people were outraged by the news of our government collecting data on citizens. However, others argued the government did what was needed for national security. The debate on this issue may grow in the future, as technology becomes more sophisticated—and if more people plot attacks against large groups of people.

Fear of terrorism can also affect other aspects of daily life. What happens if people become more fearful of travelling within and outside of the U.S.? Fear can also divide citizens and make them less tolerant of fellow Americans who have a different religion or ethnic background. How might that affect our trust in strangers and other nations? Some observers have said the goal of terrorists is to make us afraid and less free. How do you think citizens react to world events when they are afraid and feel less free in their daily lives? Do you think it makes a nation more likely to go to war?

Cyberwarfare is another threat our nation faces. **Cyberattack**s on computer systems can shut down huge segments of our **infrastructure** which rely on computers: energy, water, transportation, telecommunications, and

Key words

cyberattack:
An attack that causes computer systems or computer programs to malfunction

infrastructure:
The basic physical and organizational structures a society needs to operate

finance. Because we are so dependent on computer systems for electricity and water, daily purchases, and transportation, a cyberattack could be devastating. Potentially, people would not have electricity, water, or phone service. Banks might be closed if they don't have a way to determine account information through computer systems. Stores would struggle to sell goods on a cash basis. Do you think we'll see more cyberattacks in the future? What are the implications of nations fighting each other by attacking computer systems instead of killing people and destroying buildings? What impact could this have on the armed forces and the idea of citizen soldiers?

Economic Instability

As we look ahead to the near future, global and national economic issues loom large in the daily lives of citizens. In 2015, Fortune magazine noted that while the U.S. is the wealthiest nation in the world—as a percentage of total global personal wealth—it is also the most unequal in how wealth is distributed among citizens. The U.S. had the greatest concentration of overall wealth in the hands of the proportionately fewest people. There are a number of reasons for this dramatic change—some of it has to do with financial regulations and some has to do with technological changes.

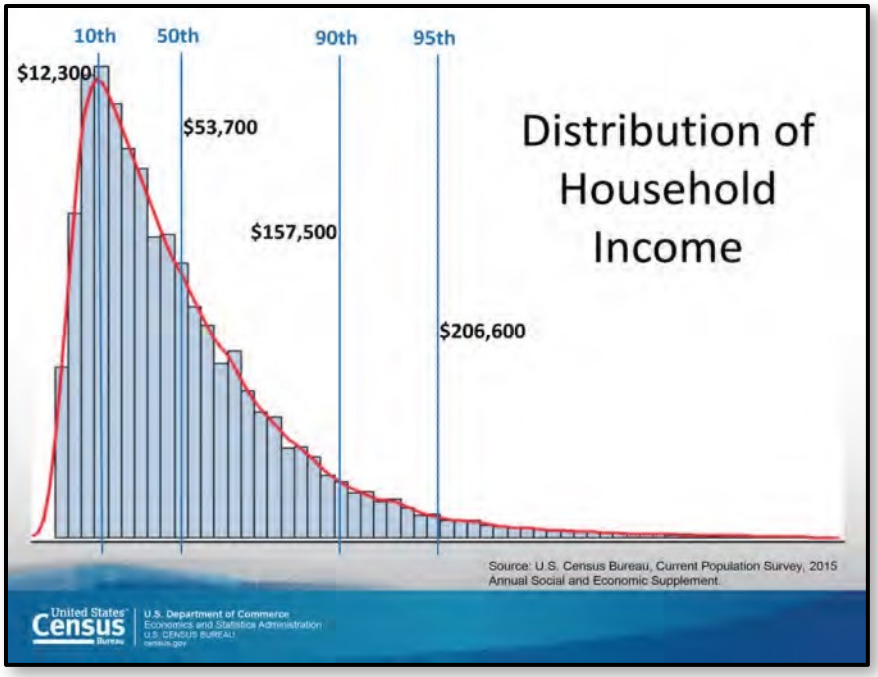


Figure 5.2.7

Historically, we have seen that economic inequality leads to **instability**, distrust, lack of social cohesion, and sometimes unrest. When people feel that the economic system is not treating them fairly, it can also erode trust in government—which is in charge of regulating the system and businesses in it. What impact do you think economic inequality has on citizen rights and democracy? Do you think economic inequality in our nation will get better or worse in the future?

Key words

instability:
The tendency for unpredictable outcomes or actions

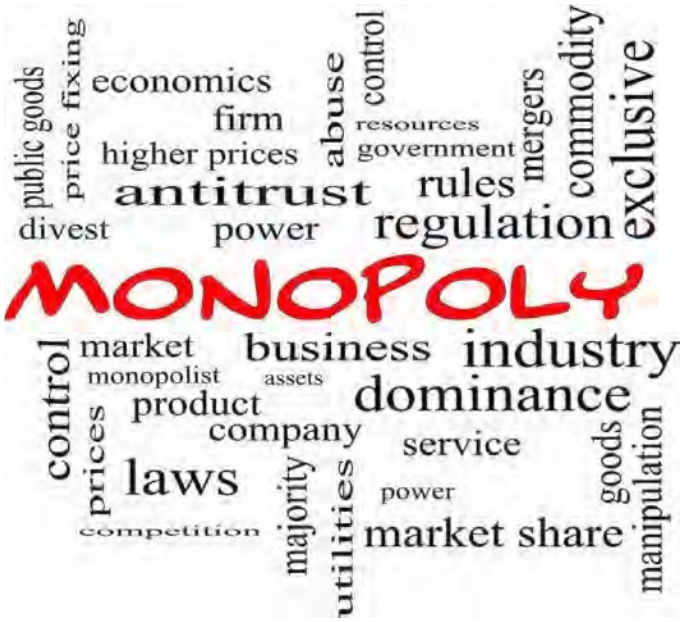


Figure 5.2.8

Another economic trend that also has implications for the future is decreased competition in business. For example in the U.S., there are a small number of very large companies that offer phone service, Internet search, social media platforms, and online shopping. Some economists warn that having just a few large companies control one part of the market is a threat to competition, fair prices, and quality products/services. It also reduces citizen choices in the marketplace and makes it difficult for anyone else to start a business. Does your community have many locally owned businesses? Do you have many national-chain restaurants? How much control do you think a small number of companies should have in one industry? How do you think the dominance of large, national, or multi-national companies affects communities and their citizens?

Content Enhancement:

THE INFORMATION ECONOMY vs. JOBS

Technologist Jaron Lanier writes: "At the height of its power, the photography company Kodak employed more than 140,000 people and was worth 28 billion dollars. They even invented the first digital camera. But today, Kodak is bankrupt, and the new face of digital photography has become Instagram. When Instagram was sold to Facebook for a billion dollars in 2012, it employed only 13 people."

Where did all those jobs disappear?

And what happened to the wealth that all those middle-class jobs created?

In the last century, our economy was dominated by manufacturing. Hundreds of thousands of people worked in factories, farms, and mines. As *Figure 5.2.9* shows, this has changed radically in the last 100 years with the rise of **automation**.

Key words

automation:
The use of automatic machines or computer programs to perform tasks

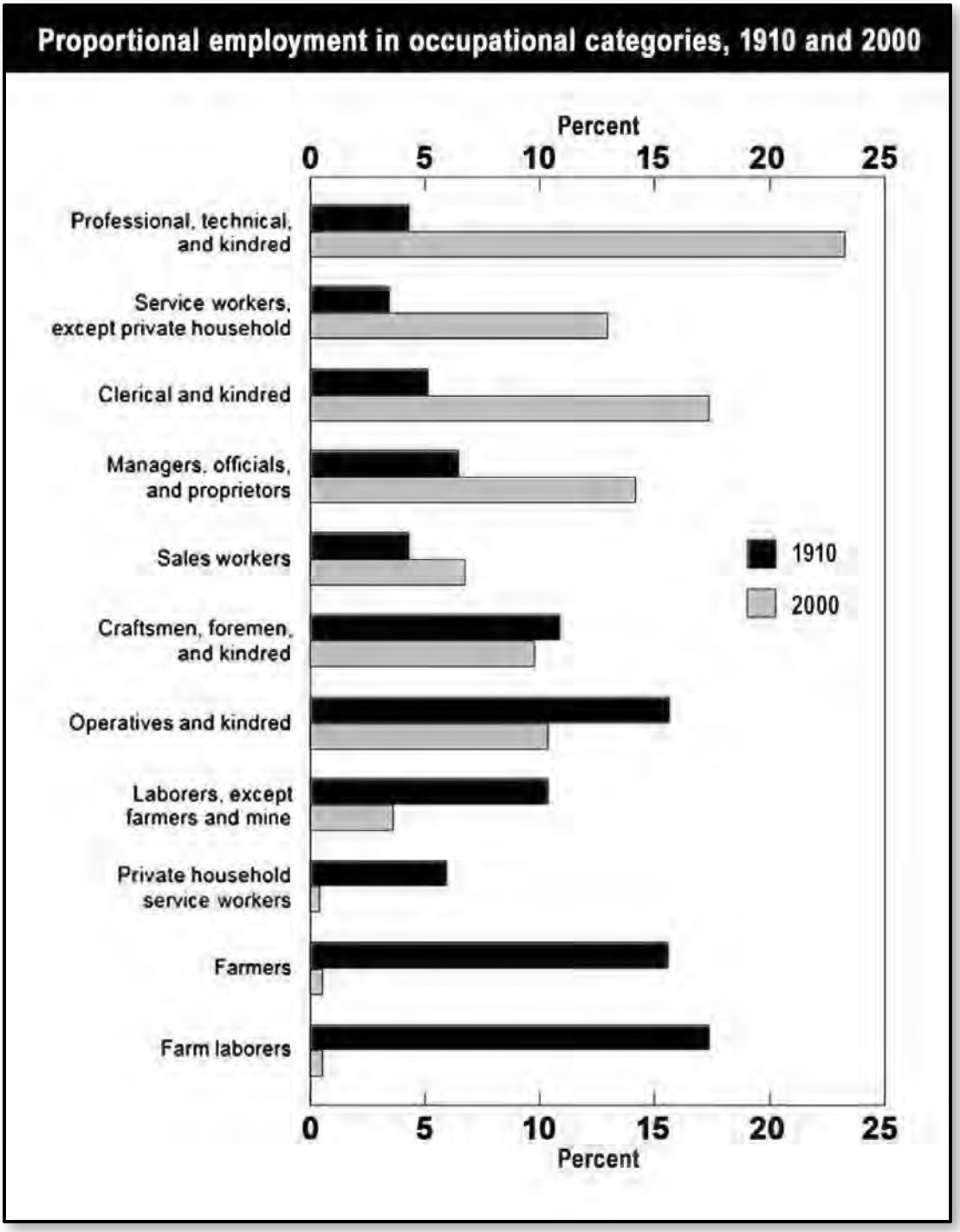


Figure 5.2.9

Figure 5.2.10

Machines have replaced millions of jobs. Machines combined with computers, will replace even more skilled jobs. As our machines get smarter and smarter, companies are using them more and more to replace people. When compared with a machine, human workers can be more expensive. Robotic machines can work 24 hours a day, they don't take

vacations or get sick, and they don't complain about working conditions. It's true that some jobs lost to robots mean new jobs for people who design and build the robots. But it takes far fewer people to do this work. When you add the number of jobs gained to the number lost, there is still a very large loss of jobs due to automation.

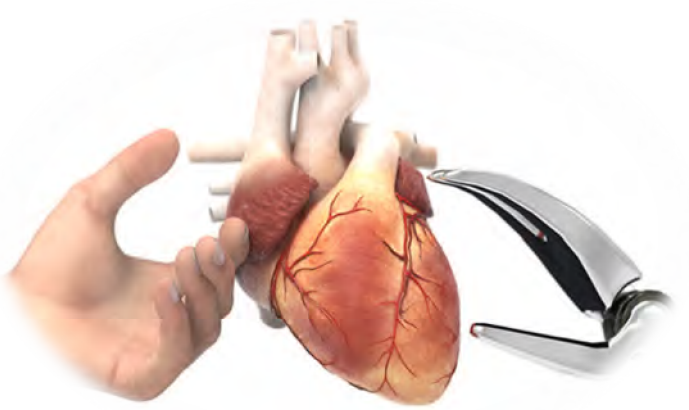


Figure 5.2.11

Manufacturing is not the only segment of the economy technology has disrupted. Software can now take raw financial data and "write" understandable reports. Robots have been assisting surgeons for years. For example, robotic machines can sew blood vessels connecting donor kidneys much more quickly than humans. This is a factor in the success of a kidney transplant.

In 2013, some experts estimated that 47% of U.S. jobs could be computerized in the next 10 to 20 years. This could lead to massive unemployment. High unemployment means that there are few people to purchase goods and services—which can bring the economy to a standstill. How do you think this will affect citizenship? Should the government create and pay for new jobs for people to survive—perhaps jobs that currently aren't being done or could be done better by humans? What jobs do you think humans will always be better at than robots?

Figure 5.2.12

Conclusion

In this lesson, you looked at trends that may affect your role as a citizen in the future. You learned about the ways diversity, technology, terrorism, and economic instability could have a dramatic impact on your life as a citizen. No one can predict the future. However, as an informed citizen you are in a better position to understand changes that may happen in your lifetime and determine how you will respond to them.

Lesson Check-up

- **In what ways does diversity benefit society? In what ways might it have a negative impact?**
- **How has technology affected citizen privacy? Overall, do you think technology has been good for our democracy?**

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Glossary

A

academic adviser - A person who helps you make decisions about your collegiate education

academic organization - A group that helps members learn about an academic subject and meet other people with a similar interest

academic probation - Grades have fallen below the minimum needed GPA to graduate and you are in threat of losing the privilege to attend college until grades have been increased

accountability - Being answerable for the outcomes of your words and actions

appraise - To estimate the value of worth, quality, or importance of something; to assess

arc - To move with a curving trajectory

attitudes - A tendency, manner, disposition, or position on a person or thing

automation - The use of automatic machines or computer programs to perform tasks

B

base - The element on which a movement is planned or regulated

C

career ladder - A series of jobs that one progresses through as they build toward their career goals

communication - Transference and understanding of a meaning; sharing of information

compassion - A feeling or understanding of another person's situation

complement - To complete

conviction - A strong belief or opinion

courtesy - Consideration and cooperation in dealing with others

credit - Point value that the college assigns to a certain course

cyberattack - An attack that causes computer systems or computer programs to malfunction

D

decode - Translates words or messages received into symbolic form for understanding

dependability - The quality of being reliable or dependable

E

emotional intelligence - The ability for one to monitor their emotions and use information about those emotions to guide one's thinking and actions

en route - In motion towards a destination

encode - Converting words or messages into symbolic form to send

equity - The quality of being fair or impartial; fair or just

F

facilitate - To ease the accomplishment of a task

feedback - Verification that a message was received in the manner it was intended

fraternity - Men's student organization for scholastic, professional, or extracurricular activities

fruition - An accomplishment, realization, or attainment of something, like reaching a goal

fundamental - Basic, primary, or of central importance

G

Gantt Chart - A chart showing the flow of activities in sequence

group dynamics - The attitudes and behaviors of people in a group situation

guide - One that leads or directs another's way

H

hazing - Any act that inflicts extreme physical, emotional, or psychological pressure or injury on an individual or that purposely demeans, degrades, or disgraces an individual

implementation - To put into action

infrastructure - The basic physical and organizational structures a society needs to operate

instability - The tendency for unpredictable outcomes or actions

intangible - That which has a value not dependent on physical makeup

international organization - A group composed of people from a certain nation or part of the world or of students who have a special interest in such a place

intramural athletics - Sports competition between teams within the college

lesson competency - A one-sentence statement about what learners will accomplish in the lesson

lesson plan - The outline used to teach content

loyalty - Being faithful to someone or something

mark time - Drill command for Cadets to march in place

mass formation - Where Cadets are not separated by being in a line or column formation

message - Communication transmitted between persons by written or spoken words, or other signals

mutual trust - Trust that develops when people and organizations know that that they can rely on one another to do the right thing

off-campus housing - Apartments, houses, or rooms in someone else's home located off the college campus

on-campus housing - Dormitories or residence halls owned and operated by the college

organizational values - The values that a company or organization states and displays as evidence

perseverance - The quality of sticking to something until you achieve it; persistence

PERT Chart - A chart identifying sequences of dependent activities

political organization - A group of people with similar political interests

post - The correct place for an officer or noncommissioned officer to stand in a prescribed formation

preconceived - To form an opinion before actual knowledge or experience

principle - A basic truth or idea that serves as the foundation

professional development - The process, plans, and achieved credentials that help you grow professionally

professional organization - A group that helps its members learn about careers in a particular field

project management - The authority to plan, organize, and direct tasks towards a specific goal

rapport - A friendly relationship

religious organization - A group of people with a similar religious faith or interest

residential adviser - An adult or upperclassman who lives in your dormitory and helps you solve living problems

respective - Related, belonging, or assigned to

risk-taking - Taking chances

service organization - A group that performs social or educational services for the community

social cohesion - The ability of society's members to cooperate with each other and acknowledge shared interests

social organization - Focuses on bringing a group of people together for social activities like a fraternity or sorority

sorority - Women's student organization for scholastic, professional, or extracurricular activities

surveillance - Close observation or data collection of a suspect

transference - The act of moving from one place to another

transmitted - Transfer from one person to another

transparency - In this case, openness and visibility about what the government is doing or plans to do

work ethic - Taking into consideration the effects of your decisions and actions on all people connected with your organization—employees, customers, owners, suppliers, and competitors

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