

CUSTOM EDITION FOR ARMY JROTC
A Character and Leadership Development Program

LEADERSHIP EDUCATION AND TRAINING (LET 1)

With material selected from:

Keys to Success: How to Achieve Your Goals, Third Edition
by Carol Carter, Joyce Bishop and Sarah Lyman Kravits

Health: Skills for Wellness, Third Edition
by B.E. Pruitt, Ed.D., Kathy Teer Crumpler, M.P.H.,
and Deborah Prothrow-Stith, M.D.



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by B.E. (Buzz) Pruitt, Ed.D., Kathy Teer Crumpler, M.P.H., and Deborah Prothrow-Stith, M.D.
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Brief Contents

<i>Unit 1</i>	<i>Citizenship in Action</i>	<i>1</i>
<i>Chapter 1</i>	<i>Foundations of Army JROTC and Getting Involved</i>	<i>2</i>
<i>Unit 2</i>	<i>Leadership Theory and Application</i>	<i>73</i>
<i>Chapter 1</i>	<i>Being a Leader</i>	<i>74</i>
<i>Chapter 2</i>	<i>Leadership Skills</i>	<i>119</i>
<i>Unit 3</i>	<i>Foundations for Success</i>	<i>135</i>
<i>Chapter 1</i>	<i>Know Yourself–Socrates</i>	<i>136</i>
<i>Chapter 2</i>	<i>Learning to Learn</i>	<i>161</i>
<i>Chapter 3</i>	<i>Study Skills</i>	<i>192</i>
<i>Chapter 4</i>	<i>Communication Skills</i>	<i>224</i>

<i>Chapter 5 Conflict Resolution</i>	<i>238</i>
<i>Chapter 11 NEFE High School Financial Planning Program</i>	<i>260</i>
<i>Appendix Mandatory Core Service Learning</i>	<i>263</i>
<i>Chapter 8 Making a Difference with Service Learning</i>	<i>264</i>
<i>Index</i>	<i>285</i>

Table of Contents

Unit 1 Citizenship in Action **1**

Chapter 1 Foundations of Army JROTC and Getting Involved **2**

**Lesson 1 Army JROTC — The Making of a
Better Citizen** **3**

Lesson 2 The Past and Purpose of Army JROTC **8**

**Lesson 3 Moving Up In Army JROTC (Rank
and Structure)** **11**

Lesson 4 The Signs of Success **28**

Lesson 5 Your Personal Appearance and Uniform **39**

Lesson 6 The Stars and Stripes **52**

Lesson 7 Proudly We Sing—The National Anthem **60**

**Lesson 8 American Military Traditions, Customs,
and Courtesies** **65**

Unit 2 Leadership Theory and Application **73**

Chapter 1 Being a Leader **74**

Lesson 1 Leadership Defined **75**

Lesson 2	Leadership Reshuffled	81
Lesson 3	Leadership From The Inside Out	86
Lesson 4	Principles and Leadership	98
Lesson 5	Sexual Harassment/Assault	113
<i>Chapter 2 Leadership Skills</i>		<i>119</i>
Lesson 1	Steps from the Past	120
Lesson 2	Roles of Leaders and Followers in Drill	124
Lesson 3	Using Your Leadership Skills/ Taking Charge	131
Unit 3 Foundations for Success		135
<i>Chapter 1 Know Yourself–Socrates</i>		<i>136</i>
Lesson 1	Self-Awareness	137
Lesson 2	Appreciating Diversity through Winning Colors®	143
Lesson 3	Personal Growth Plan	148
Lesson 4	Becoming an Active Learner	154
<i>Chapter 2 Learning to Learn</i>		<i>161</i>
Lesson 1	Brain Structure and Function	162
Lesson 3	Learning Style and Processing Preferences	175
Lesson 4	Multiple Intelligences	187
<i>Chapter 3 Study Skills</i>		<i>192</i>
Lesson 1	Thinking Maps®	193
Lesson 2	Reading For Meaning	199
Lesson 3	Study Habits that Work for You	213

<i>Chapter 4</i>	<i>Communication Skills</i>	224
Lesson 1	The Communication Process	225
Lesson 2	Becoming a Better Listener	230
<i>Chapter 5</i>	<i>Conflict Resolution</i>	238
Lesson 1	Finding Solutions: Conflict	239
Lesson 2	Finding Solutions: Conflict and Behavior	250
<i>Chapter 11</i>	<i>NEFE High School Financial Planning Program</i>	260
Lesson 1	NEFE Introduction: Setting Financial Goals	261
<i>Appendix</i>	<i>Mandatory Core Service Learning</i>	263
<i>Chapter 8</i>	<i>Making a Difference with Service Learning</i>	264
Lesson 1	Orientation to Service Learning	265
Lesson 2	Plan and Train for Your Exploratory Project	271
Lesson 3	Project Reflection and Integration	277
<i>Index</i>		285

Citizenship in Action

Unit 1

Chapter 1

Foundations of Army JROTC and Getting Involved

Lesson 1

Army JROTC – The Making of a Better Citizen



Key Terms

cadet
candor
challenges
JROTC
mission
motivate
opportunities
unique

What You Will Learn to Do

- Identify how Army JROTC can impact your future

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Explain the mission of Army JROTC
- Identify the challenges in the Army JROTC program
- Identify the opportunities of the Army JROTC program
- Define the key words contained in this lesson

Chapter 1

Key Note Terms

JROTC (Junior Reserve Officers' Training Corps) – a program that teaches high school students the values of good citizenship while giving them an introduction to the U.S. Army.

mission – a specific job given to a person or group of persons to accomplish.

cadet – a high school student enrolled in the leadership and citizenship activities through Junior Reserve Officers Training Corps.

unique – being the only one of its kind.

motivate – provide a need or a purpose which causes a person to want to do something.

challenges – to arouse the interest of one's actions or efforts; to stimulate; the quality of requiring full use of one's abilities, energy, and resources; to demand identification from someone before they are allowed to enter or pass.

opportunities – a favorable or advantageous circumstance or combination of circumstances.

Introduction

This lesson introduces you to the U.S. Army Junior Reserve Officers' Training Corps (JROTC) Program, its **mission**, and the Leadership Education and Training (LET) curriculum for this first level of your instruction. Completing the material in this course requires discipline and hard work, but the reward is well worth your effort. Through Army JROTC, you are building a foundation that will last a lifetime.

If this is your first adventure into the Army JROTC Program — *welcome to the team!* You are among a special group of high school students headed for success.

Your participation as a student or **cadet** in this program shows your willingness to make the most of your high school education. Whatever your reason for taking this course, every member of Army JROTC is special and brings a different cultural dimension to the program. We are proud that you elected to be a part of a **unique** team — a team of winners!

Mission Of Army JROTC

The mission of JROTC is to **motivate** young people to be better citizens. *You* are the focus of Army JROTC's mission. In fact, you are the whole point of Army JROTC — it is devoted to your growth, both as a student and as a person. This program is a cooperative effort on the part of the Army and the host institution to give you an opportunity for total development and improve yourself in many ways. JROTC teaches self-discipline, confidence, and pride in a job well done, and it offers you **challenges** and **opportunities** to:

- **Sharpen your communication skills**
- **Promote and encourage citizenship through participation in community service projects**
- **Develop your leadership potential**
- **Strengthen your self-esteem**
- **Improve your physical fitness**
- **Provide incentives to live drug-free**
- **Promote your graduation from high school and develop a solid foundation for career development**

Some employers spend millions of dollars training their employees to excel in many of these same skills and attitudes. By taking the JROTC course, you have an advantage over thousands of other young people who are seeking their place in the world.

Course Descriptions

The JROTC course is divided into seven sections, or units. Each unit offers you new opportunities, challenges, and different perspectives from which you can see yourself and the world around you. Unit 7 is the only optional unit in the JROTC course. Take a quick look at what courses JROTC has to offer.

Unit 1: Citizenship in Action

This unit helps develop new skills you can use in school and throughout your life. It engages you in the practice of basic citizenship customs and traditions, and in the exploration of opportunities for non-military and military national service. This introductory unit gives you a greater appreciation of American symbols, customs and traditions, and the history and purpose of Army JROTC. An introduction to the Department of Defense and other services presents the differences and similarities of each service and their unique roles in the defense of the nation. It also provides opportunities to learn about major, non-military service organizations.

Unit 2: Leadership Theory and Application

This unit teaches you about leadership—how to BE a leader, what you need to KNOW when you are influencing others, and what you DO when you are leading. You will learn about character and values, leadership theories and principles, and human behavior. You will have the opportunity to take the leadership lessons learned in the classroom to the drill field. Most important, this unit will help you build your relationships in your community service projects and your daily participation in school, work, and community.

Unit 3: Foundations for Success

Unit 3 is designed to provide young cadets with hands-on experiential learning activities that will build self-awareness, essential life skills, and the ability to set and achieve goals. Content areas include communication, diversity, study skills, conflict resolution, decision-making, and service learning. These lessons expose cadets to complex content, such as the structure and function of the human brain, personality, and learning theory in a simple, easy to understand manner, with ample opportunity for application and practice. This unit focuses on the life skills necessary to build better citizens for tomorrow.

Unit 4: Wellness, Fitness, and First Aid

Unit 4 provides training for getting started on total fitness, split second emergencies, handling common emergencies, and lifesaving measures. There is also training on substance abuse awareness, intervention, and prevention. By teaching the value of physical exercise and conditioning, personal hygiene, and proper diet through the Cadet Challenge program, you'll feel good about yourself — both physically and mentally.

Unit 5: Geography, Map Skills and Environmental Awareness

This unit helps cadets develop a global perspective and awareness of environmental issues by engaging you in interactive activities that explore the use of maps, map reading, and the sport of orienteering (an outdoor sport using maps to find one's way). Beginning lessons provide cadets with a basic overview of the globe and the continents. Each continent is further explored based on its physical and human characteristics. Subsequent lessons on maps and map reading provide instruction on the use of the compass and orienteering basics to lay the foundation for participating in orienteering activities or competitions. The unit concludes with instruction that assists in enhancing your awareness of environmental issues.

Unit 6: Citizenship in History and Government

Unit 6 builds the basic skills and interest for participation in civic and political life. You will actively engage in the *We The People* curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government. This unit also introduces you to the *You the People* process and its Citizenship Skills. Using these skills and various activities, you will explore American history from 1776 through the present day. Each history lesson is focused around the development of citizenship. The chapter also includes advanced history lessons for juniors and seniors as well as appropriate service learning projects.

Unit 7: Air Rifle Safety and Marksmanship

This final and optional unit teaches elements of air rifle safety and marksmanship. The focus is on history, safety, and operation, taking aim, firing techniques, positions, scoring, and firing for record.

Conclusion

Cadet success is the main goal of all Army JROTC learning experiences. This course focuses on the development of better citizens by building skills in leadership, citizenship, life success, geography, and wellness, in a structured interactive environment. The JROTC program is one of the Army's contributions to

assisting America’s youth to become better citizens. It can prepare you for life by providing a framework for the qualities (skills, knowledge, and positive attitudes) that will help you to succeed — qualities such as courage, **candor**, competence, commitment, confidence, and character. JROTC offers many opportunities for teamwork, advancement, and self-enrichment that are not available in other high school courses. The effort you put into mastering this program and developing your personal skills will help you become a successful student and productive adult. Several components of this course have been evaluated and identified for college credits upon successful completion of the specified requirements.

By enrolling in Army JROTC and joining the ranks of millions of other cadets who know the meaning of success, you have taken the first step toward a promising future.

Key Note Term

candor – impartiality, fairness; frankness, openness

Chapter 1

Lesson Review

Lesson Review

1. What is the mission of Army JROTC?
2. What JROTC skills do you look forward to learning?
3. Give an overview of one unit in the JROTC course.
4. Define the term “candor.”

Chapter 1

Lesson 2

The Past and Purpose of Army JROTC



Key Terms

conflict resolution
culturally diverse
leadership
National Defense Act

What You Will Learn to Do

- Analyze the purpose of the Army JROTC program

Linked Core Objectives

- Apply Critical Thinking Techniques

Skills and Knowledge You Will Gain Along the Way

- Describe the U.S. congressional act that created JROTC
- Identify the JROTC program outcomes
- Explain significant historical events that combined military training and education
- Define key words contained in this lesson

Military And Education: Historical Connections

Junior ROTC's (JROTC) mission "To motivate young people to be better citizens," has changed very little since 1916 when Congress passed the **National Defense Act**; however, the tradition of combining formal education with military studies goes back as far as the ancient Greeks. Centuries before JROTC existed, the Greeks, Romans, feudal Europeans, and Japanese had their own versions. In the United States, JROTC had its beginnings in Norwich, Vermont.

In 1819, Captain Alden Partridge, a former Superintendent of the United States Military Academy at West Point, founded the American Literary, Scientific, and Military Academy in Norwich, Vermont. This academy is now known as Norwich University. Military studies were a major part of the academy's course work. Captain Partridge felt that if his cadets were not prepared to defend their country's rights, their education was incomplete.

In addition to extensive drill practice and physical training (including marches of up to 50 miles per day), the cadets studied Latin, Greek, Hebrew, French, English, ten types of mathematics, five types of law, and military history dating back to biblical times.

Captain Partridge's Academy was so successful that the idea of combining military studies with regular classes spread to other schools in the United States.

Where Army JROTC Is

Army JROTC is active in more than 1,550 high schools worldwide: in all 50 of the United States, the District of Columbia, Asia, Europe, the Caribbean, and other locations where the United States has an extended presence.

Purpose of JROTC

JROTC prepares high school students for responsible **leadership** roles while making them aware of the benefits of citizenship. Classroom and outside activities, including service learning projects, become opportunities to acquire the knowledge, discipline, and sense of responsibility that are necessary to take charge of one's future. The result is responsible cadets who are sure of themselves, can think on their own, and can express their ideas and opinions clearly and concisely.

Desired Goals

Leadership education and training goals are for cadets to:

- **Graduate from high school.**
- **Be good citizens by knowing and exercising the rights, responsibilities, privileges, and freedoms of good citizenship.**

Key Note Term

National Defense Act – Enacted in 1916, this act officially created the Reserve Officers' Training Corp of which Junior ROTC is a part.

Key Note Term

leadership – the ability to influence, lead, or guide others so as to accomplish a mission in the manner desired.

Key Note Terms

conflict resolution – the solutions utilized by a society to settle disputes in a cohesive manner.

culturally diverse – the presence of multiple and different cultural groups and their behaviors within an organization or institution.

- **Gain leadership potential and the ability to live and work cooperatively with others; demonstrate leadership in situations involving **conflict resolution**.**
- **Achieve positive self-esteem and winning behavioral concepts in a **culturally diverse** society.**
- **Learn the ability to think logically and to communicate effectively, with emphasis on effective oral communication.**
- **Learn the importance of diet and of physical fitness in maintaining good health and appearance.**
- **Gain an understanding of the history, purpose, and structure of Army JROTC.**
- **Acquire proficiency in basic military skills (such as drill and ceremonies, first aid, and map reading) that are necessary for working effectively as a member of a team.**
- **Learn the importance of citizenship through American history as it relates to America’s culture and future from the Revolutionary period to the present.**
- **Learn about the dangers of substance abuse and the importance of mental management, including goal setting and positive self-talk.**

Conclusion

Junior ROTC cadets are part of a proud tradition. Similar to their predecessors at Captain Partridge’s American Literary, Scientific, and Military Academy, today’s cadets are learning to lead and to motivate others while preparing to take part in today’s competitive world.

Lesson Review

1. **Where is Army JROTC active?**
2. **What is the purpose of JROTC? Choose one purpose and discuss how it pertains to you.**
3. **Name two desired goals from leadership education and training.**
4. **Discuss the National Defense Act.**

Lesson 3

Moving Up In Army JROTC (Rank and Structure)



Key Terms

battalion
company
enlisted
platoons
specialists
squads
subordinate
succession
team(s)

What You Will Learn to Do

- Illustrate the rank and structure of Army JROTC

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

Skills and Knowledge You Will Gain Along the Way

- Identify Army JROTC enlisted and officer insignia
- Correlate cadet ranks to positions on the JROTC cadet battalion organization diagram
- Correlate duties and responsibilities with positions in an Army JROTC cadet battalion
- Evaluate how the organization supports the operation of the Army
- Define key words contained in this lesson

Chapter 1

Key Note Terms

enlisted – relating to or constituting the part of the military force below officers.

battalion – a military unit made up of two or more companies or batteries and a headquarters that is commanded by a lieutenant colonel, is the smallest unit to have a staff, and is administratively self-sufficient.

succession – the order of persons next in line for an office or rank that is held by another.

subordinate – a person lower in rank or grade.

team(s) – a group of persons approximating one-half of a squad and normally led by a junior noncommissioned officer.

Introduction

Army JROTC has a well-defined structure of organization. Each person in the unit has an individual job that is part of a larger task, which is part of a much larger mission. This lesson introduces you to the major concepts of command within the military, it shows you the various U.S. Army and Army JROTC **enlisted** and officer ranks, and it presents a typical organizational structure for a JROTC cadet **battalion**.

Pyramid of Authority

There is a pyramid of authority within most organizations. For JROTC and the military, this pyramid of authority, shown in Figure 1.3.1, includes individual and group responsibility. In this lesson, you find out how this pyramid works along with the ranks and structure of your Cadet Battalion.

From the top to the bottom of this pyramid is a chain of command. The chain of command is a **succession** of leaders through which authority and commands pass from the leader to **subordinate**, and then down through the ranks.

Chain of Command

An effective chain of command can guarantee that all members are on the same **team**, working hard to accomplish their individual tasks and those of the unit. A chain of command depends on team members having various duties.

Span of Control

Span of control is the number of immediate subordinates one commander or leader can effectively control, supervise, or direct. Maximum and minimum limits of control vary with the conditions under which the unit operates and the complexity of the functions performed.

Unity of Command

In every effective military unit, there must be only one commander who is responsible for all that the unit does or all that it fails to do. This commander must have the necessary authority to carry out the responsibilities of the unit.

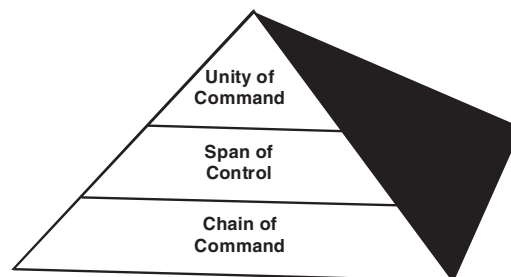


Figure 1.3.1: JROTC Pyramid of Authority

Rank and Grade

Rank and grade are terms used by the military to classify soldiers. Rank is the actual title held by a soldier; grade is a letter/number combination that means the same thing. Soldiers are classified as either enlisted or officers. Figure 1.3.2 identifies the rank and grade for soldiers in the U.S. Army.

Within the enlisted ranks are two divisions based on experience and skill. The first three enlisted positions are usually entry level.





























CATEGORY	Insignia of the United States Army						
	E-1	E-2	E-3	E-4		E-5	E-6
ENLISTED (Green and Gold)	no insignia Private	 Private	 Private 1st Class	 Corporal	 Specialist	 Sergeant	 Staff Sergeant
	E-7		E-8		E-9		
	 Sergeant 1st Class	 Master Sergeant	 1st Sergeant	 Sergeant Major	 Command Sergeant Major	 Sergeant Major of the Army	
WARRANT OFFICER (Silver and Black)	W-1	W-2	W-3	W-4	W-5		
	 Warrant Officer	 Chief Warrant Officer	 Chief Warrant Officer	 Chief Warrant Officer	 Master Warrant Officer		
COMPANY AND FIELD GRADE OFFICER (Gold and Silver)	0-1	0-2	0-3	0-4	0-5	0-6	
	 (gold) 2nd Lieutenant	 (silver) 1st Lieutenant	 (silver) Captain	 (gold) Major	 (silver) Lieutenant Colonel	 (silver) Colonel	
GENERAL OFFICER (Silver)	0-7	0-8	0-9	0-10		0-11	
	 Brigadier General	 Major General	 Lieutenant General	 General		 General of the Army	

Figure 1.3.2: Rank and grade for U. S. Army soldiers.

Key Note Term

specialists – a person who devotes himself to a particular occupation or field of study; the enlisted rank in the Army corresponding to a corporal.

Key Note Term

company – a subdivision of a military regiment or battalion that constitutes the lowest administrative unit. It is usually under the command of a captain and is made up of at least two platoons.

platoons – a subdivision of a company-size military unit normally consisting of two or more squads or sections; the leader is usually a first lieutenant.

squads – the smallest unit in the Army organization composed of a varying number of personnel, depending on the type of element, and led by a noncommissioned officer.

Note

Personnel designated as **specialists** are comparable to the noncommissioned officer rank of corporal, and are commonly referred to as technicians. They are not placed in command of other enlisted personnel.

Noncommissioned officers are those personnel who have advanced above the first three entry level positions and are in a supervisory position over personnel in lower grades.

Commissioned officers are appointed by the President and confirmed by the Senate. Commissioned officers have authority over lower ranking officers, warrant officers, and enlisted personnel. Warrant officers rank between an enlisted person and a second lieutenant and primarily hold positions as technicians or administrative supervisors.

Advancement to higher ranks and grades is based on ability, skill, experience, and potential.

A similar structure exists for cadet officers and noncommissioned officers in the Army JROTC Program. The insignia of grade for cadet officers and noncommissioned officers is shown in Figure 1.3.3. The grade of warrant officer does not exist in Army JROTC. The chart on the next page illustrates a model cadet battalion organizational structure that establishes a clearly defined chain of command and pyramid of authority — much the same as in the Army. A similar organization exists within your own cadet battalion.

The Cadet Battalion Commander reports to the Army instructors and to the principal. All other officers and noncommissioned officers report to the Cadet Battalion Commander through the chain of command.

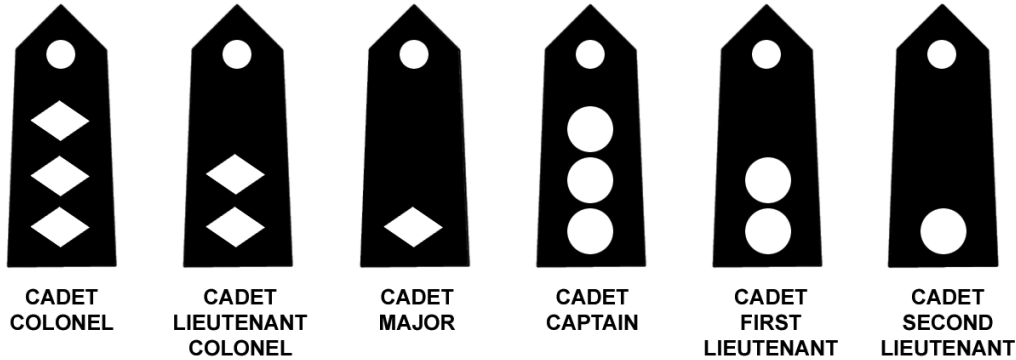
Each **company** consists of a headquarters section and at least two **platoons**. The company headquarters contains the following key personnel:

- **Company Commander**
- **Company Executive Officer**
- **Company First Sergeant**
- **Guidon Bearer**

Each platoon is composed of a headquarters section and at least two or three **squads**, with two teams per squad. The key platoon personnel are as follows:

- **Platoon Leader**
- **Platoon Sergeant**
- **Two or three Squad Leaders**
- **Two or three Assistant Squad Leaders (if the number of enrolled cadets permits)**
- **Four to six team leaders**

**INSIGNIA OF GRADE FOR
CADET OFFICERS**



**INSIGNIA OF GRADE FOR
CADET ENLISTED PERSONNEL**

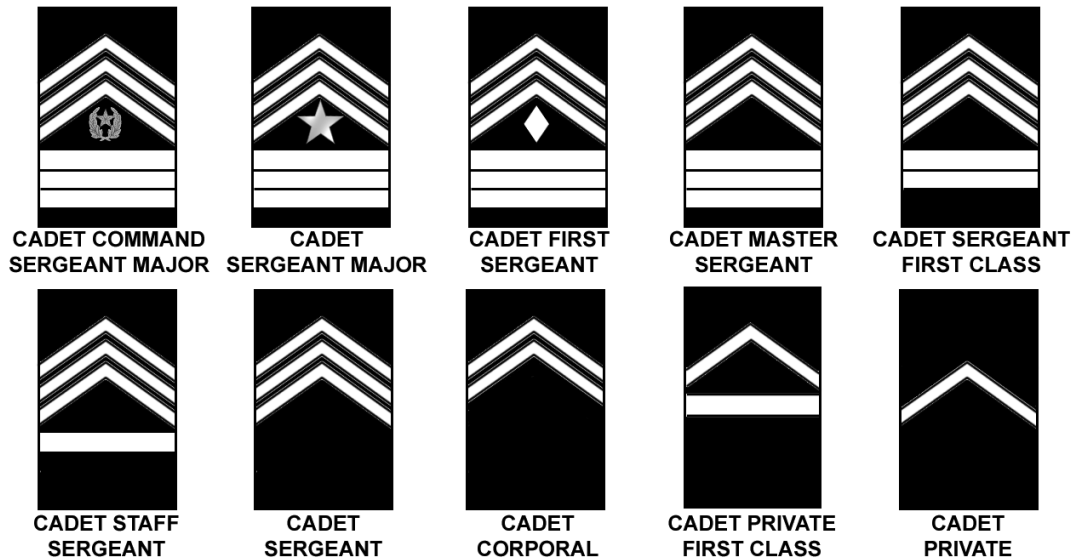


Figure 1.3.3: Insignia of grade for cadet officers.

Duties and Responsibilities

This section provides an outline of the duties and responsibilities for the personnel in a model cadet battalion organization. Your cadet battalion may contain additional positions or list duties and responsibilities different from these; however, the JROTC instructor staff will determine the exact positions and duties for your organization. Cadet leaders are expected to become familiar with their own duties and responsibilities as well as those of their superiors and subordinates.

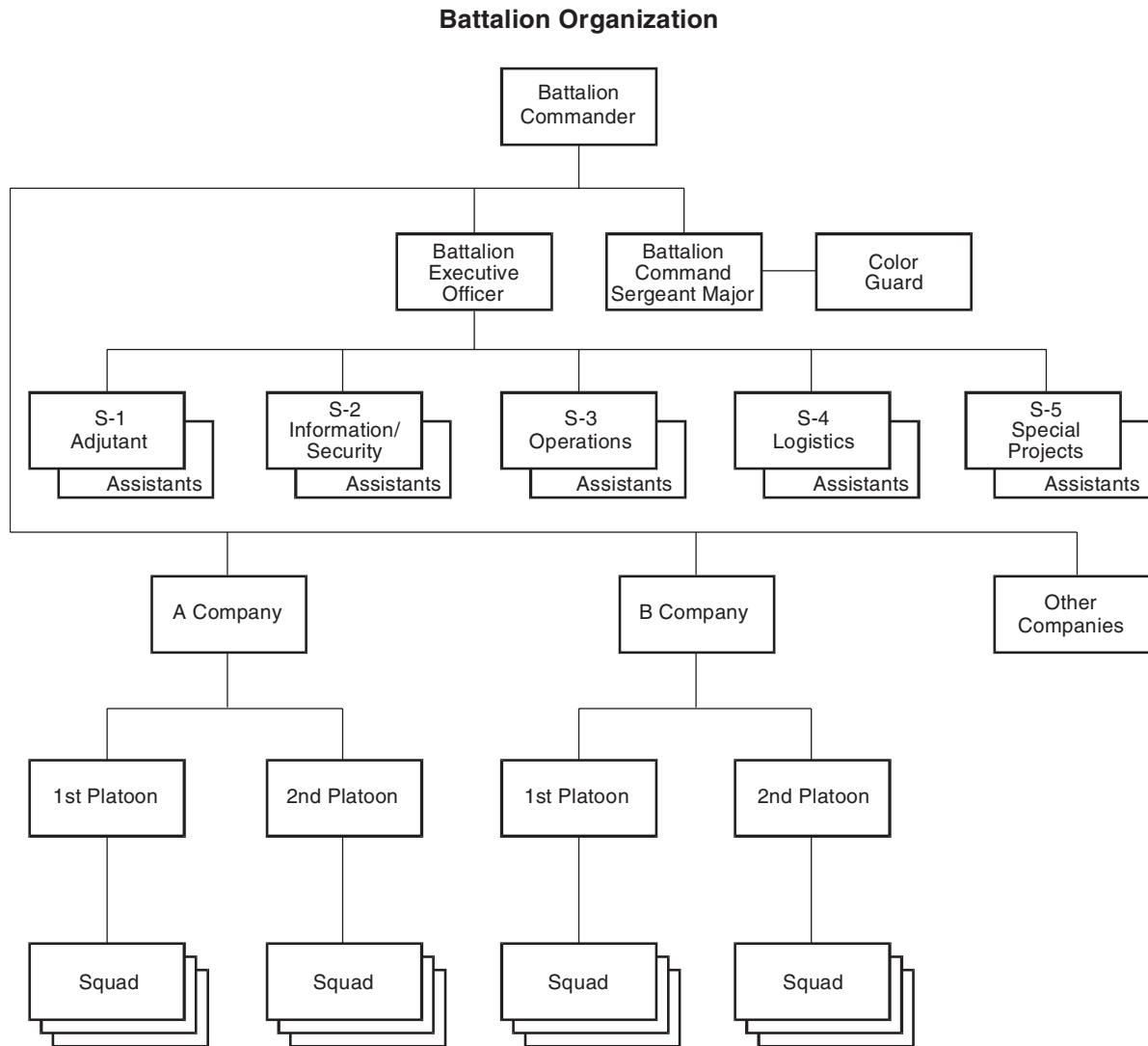


Figure 1.3.4: Battalion organization.

Use the following duties and responsibilities as a guide only. As you can see by Figure 1.3.4, a model cadet battalion organization has a clearly defined chain of command.

A. Command Positions

The Army command positions are Battalion Commander and Company Commander. These positions are covered in the following sections.

1. Battalion Commander (Cadet Lieutenant Colonel)

This position is the most demanding in a cadet battalion. The instructor staff selects the cadet for this position based on demonstrated leadership ability and academic standing. The appointed cadet must be able to apply common sense and judgment in the solving of problems that affect the entire cadet corps. Specific chain of command is shown in Figure 1.3.5.

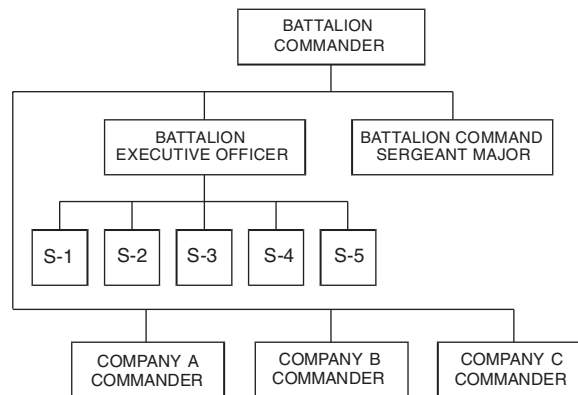


Figure 1.3.5: Battalion commander command.

The battalion commander must be mature, willing to accept responsibility, and able to effectively delegate authority and supervise subordinates. The battalion commander controls the staff through the battalion executive officer and the companies through the company commanders, while maintaining the final approval authority in the cadet chain of command.

The specific duties of the battalion commander are to:

- (a) **Command the battalion at all formations.**
- (b) **Prepare for and conduct the training of the battalion on drill days.**
- (c) **Maintain a direct and personal relationship with the staff and the company commanders.**
- (d) **Encourage the company commanders to communicate freely.**
- (e) **Use the staff to assist in gathering information and preparing plans for conducting training and controlling the battalion.**
- (f) **Designate staff officers to assist in the preparation, execution, and supervision of orders.**
- (g) **Ensure that feelings of mutual respect and confidence exist between the staff and company commanders.**
- (h) **Ensure that staff members are capable and that they understand their responsibilities to the battalion commander, battalion executive officer, and to the corps of cadets.**
- (i) **Ensure orders and actions are in compliance with JROTC regulations, policies, and directives and with local school regulations and policies.**
- (j) **Execute all responsibilities in the name of the Senior Army Instructor; seek advice and assistance from the instructor staff and carry out all of their directives quickly and completely.**
- (k) **Arrange the required meetings and assemble the required command or staff personnel to determine any actions that may be necessary in fulfilling the obligations of the cadet battalion.**
- (l) **Be prepared to evaluate any member of the battalion, but specifically the battalion headquarters personnel and the company commanders.**
- (m) **Make operational decisions for the cadet battalion.**

- (n) **Preside over officer calls.**
- (o) **Work with school authorities in coordinating activities of the cadet battalion with the organizations of the school, ensuring that battalion activities are in accordance with school policy.**
- (p) **In coordination with the Senior Army Instructor, assign missions to all extracurricular team captains such as drill, rifle, color guard, and so on).**
- (q) **Be responsible for all the battalion does or fails to do.**

2. *Company Commanders (Cadet Captains)*

A good company commander is an outstanding leader with lots of initiative. Company commanders get things done. Until orders reach a company commander, they are just plans, something that someone would like to have accomplished. Rather than waiting to be told what to do, company commanders think and plan ahead what seems best for the company. They use common sense action and try not to worry about making mistakes, knowing that the greatest mistake is to do nothing when action is required. Company commanders use all available help to accomplish company duties and to keep subordinates informed, at the same time ensuring that the goals of the mission remain in focus.

A company commander provides the why and how to accomplish the assigned mission. They must then check and inspect to ensure that what needed to be done is being accomplished. They must be outstanding leaders with plenty of initiative. Company commanders do not wait for someone to tell them what to do — they think ahead and plan what is best for the company.

Note

In some organizations where actions go from the battalion staff to class leaders, the company commander has the duties of a special assignment officer.

The company commander:

- **Is responsible for all the company does or fails to do.**
- **Keeps the battalion commander apprised of the status of the company at all times.**
- **Ensures the company is prepared to accomplish its assigned mission in a satisfactory manner.**
- **Is an expert in drill.**

The principal duties of the company commander are to:

- (a) **Command the company at all formations.**
- (b) **Ensure that all members of the company know and use the chain of command.**
- (c) **Consult the training schedule, study the drill references, and ensure that you and your subordinates are prepared to instruct.**

- (d) Check with the instructor staff daily prior to formation to obtain any changes or other information they may want announced.
- (e) Seek advice from the battalion commander or the instructor staff when encountering a problem to which you do not know the answer.
- (f) Execute the orders of the battalion commander as if they were your orders, even though you may personally disagree with them.
- (g) Conduct short inspections at every formation, making on-the-spot corrections as necessary; follow-up to ensure that deficiencies from earlier inspections are corrected.
- (h) Make each cadet an effective member of the team; take an interest in them and their problems; offer advice and help them to solve their problems.
- (i) Make on-the-spot corrections at any time to ensure that all members of the company understand and comply with cadet regulations.
- (j) Keep the company executive officer informed in case of absence.

B. Battalion Executive Officer (Cadet Major)

The cadet battalion executive officer (XO) supervises, directs, and coordinates the cadet battalion staff to prevent overlapping efforts and to ensure that the commander's desires are understood and achieved. The cadet battalion XO keeps the staff informed of the commander's policies and keeps the cadet battalion commander informed of the status of projects assigned to the staff. The cadet battalion XO assumes command of the cadet battalion in the absence of the cadet battalion commander.

The primary duties of the cadet battalion XO are to:

- (a) Organize the cadet battalion staff properly and ensure that it works as a team.
- (b) Inspect the work of the cadet battalion staff and make other inspections as directed by the cadet battalion commander.
- (c) Ensure that the battalion staff officers prepare and submit reports on time and that they are engaged in future planning.
- (d) Act as the commander of troops during ceremonies.
- (e) Ensure that instructions and orders issued to the cadet battalion are in accordance with the established policies of the cadet battalion commander; report all violations of orders to the cadet battalion commander.
- (f) Perform other duties as assigned by the cadet battalion commander or the instructor staff.

C. Battalion Coordinating Staff Officers (Usually Cadet Captains/ Majors)

The Battalion Coordinating Staff Officers are divided into five different categories. The following sections detail these positions and their responsibilities.

1. Battalion Adjutant (S-1)

The battalion adjutant is the administrative assistant to the battalion commander. The adjutant is also responsible for performing other administrative duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

The specific duties of the battalion adjutant are to:

- (a) **Assist in aligning the battalion at all battalion formations.**
- (b) **Receive the report at battalion formations from the company commanders and receive the names of absentees from the sergeant major.**
- (c) **Plan for the conduct of special ceremonies in coordination with the operations and training officer.**
- (d) **Prepare and publish any orders necessary for the operation of the cadet battalion.**
- (e) **Maintain the qualification records and personal files on all cadets.**
- (f) **Publish and execute the cadet battalion's recruiting plan.**
- (g) **Collect, consolidate, post, and maintain all merit and demerit reports and records.**
- (h) **Coordinate with the company commanders and the battalion staff on recommendations to the instructor staff on reassignments and organization; assign cadets to the various companies and maintain a record of those assignments.**
- (i) **Prepare periodic strength reports under the supervision of the instructor staff and keep the manning board posted and up to date.**
- (j) **Report incidents that are prejudicial to good order and discipline, and submit reports to the instructor staff, the cadet battalion commander, and the executive officer.**
- (k) **In coordination with the S-2, make recommendations to improve morale and welfare of the cadet battalion.**
- (l) **Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.**

2. Battalion Intelligence or Security Officer (S-2)

The battalion S-2 assists the battalion commander and the instructor staff in matters pertaining to unit security and enforces the provisions of the security requirements for the battalion.

The specific duties of the S-2 are to:

- (a) **Assist in making periodic inspections of the security of weapons (if available within the unit).**
- (b) **Make periodic inspections of the security of the supply room and equipment storage areas.**
- (c) **Make necessary on-the-spot corrections resulting from security inspections and keep the battalion commander and instructor staff informed.**

- (d) In coordination with the S-1, report incidents that are prejudicial to good order and discipline, and submit reports to the instructor staff, the cadet battalion commander, and the executive officer.
- (e) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff. For example, in some JROTC units, the S-2 may also be responsible for the information center and the duties of a public affairs officer if one is not assigned or for the duties of an ordnance officer if one is not assigned.

3. Battalion Operations and Training Officer (S-3)

The battalion S-3 assists the battalion commander in the preparation, conduct, and supervision of all training activities of the cadet battalion. Additionally, the S-3 keeps the commander advised on the progress of training within the battalion. Specifically, the principal duties of the S-3 are to:

- (a) Prepare the weekly training schedules.
- (b) Select and designate cadet instructors in coordination with the instructor staff; post the weekly training schedules no later than one week in advance of training on all bulletin boards.
- (c) Assign areas for outdoor training and ensure classrooms are available and prepared for instruction.
- (d) Inspect the drill field prior to use by the battalion and prepare it for ceremonies.
- (e) Coordinate the training of the rifle team(s), drill team(s), Color Guard, and the honor guard; also, coordinate training for guidon bearers and manual of the saber for cadet officers.
- (f) Organize events such as reviews, parades, and extracurricular activities.
- (g) Plan and supervise field events.
- (h) Inspect cadet training for compliance.
- (i) Maintain the unit reference library.
- (j) Maintain the training portion of cadet records.
- (k) Assume command of the battalion in the absence of both the battalion commander and XO.
- (l) Supervise the activities of the battalion communications officer.
- (m) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

4. Battalion Logistics or Supply Officer (S-4)

The battalion logistics or supply officer is responsible for the maintenance, security, record keeping, issue, and turn-in of all U.S. government property (except ordnance). The S-4 coordinates the securing of property with the S-2. Some of the duties of the S-4 are to:

- (a) Create a JROTC Clothing and Equipment Record for each cadet. Maintain all cadet supply records in proper order.
- (b) Maintain accountability of all equipment and supplies used by the unit.
- (c) Conduct periodic inventories of the on-hand supplies and equipment; submit weekly reports to the instructor staff on the availability of supplies and on the condition of equipment.
- (d) Ensure that adequate cleaning materials are available for use during assigned maintenance activities.
- (e) In coordination with the battalion sergeant major, make periodic inspections of the national, state, and organizational Colors for serviceability.
- (f) Maintain security of all items of clothing and equipment in the supply room and training aids storage area.
- (g) Maintain the supply room in a neat and orderly fashion at all times.
- (h) Maintain a running inventory of all supplies/property; determine supply requirements; and prepare requisitions for equipment and supplies required for the cadet battalion.
- (i) Issue clothing, insignia, and other supply items as directed by the battalion commander, battalion executive officer, or the instructor staff.
- (j) Collect and dispose of excess salvage equipment and clothing.
- (k) Supervise the activities of the battalion ordnance officer (if assigned).
- (l) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

5. Special Projects Officer (S-5) (Optional)

The duties of the cadet battalion special projects officer, if assigned, are to:

- (a) Plan and coordinate special projects as outlined by the cadet battalion commander, cadet battalion XO, or the instructor staff.
- (b) Maintain records on all activities and coordination as they pertain to each project.
- (c) Keep the cadet battalion commander, cadet battalion XO, and the instructor staff informed as to the progress of, or any problems encountered with, the projects.

D. Battalion Special Staff Officers

Battalion Special Staff Officers are covered in the following sections.

1. Battalion Communications (Signal) Officer

The communications officer is responsible for setting up and maintaining all signal or public address/projection/sound equipment issued to the cadet battalion. Additionally, this officer ensures that all equipment is operational and that spare parts are on hand at all times.

2. Battalion Ordnance Officer

The ordnance officer advises the S-4, battalion commander, and instructor staff on the condition of all weapons. This officer supervises the issue, maintenance, and turn-in of all weapons; maintains the weapons roster; and prepares and issues weapons cards to cadets.

3. Battalion Public Affairs (Information) Officer

This officer acts as the contact between the corps of cadets and all news media and student publications. This officer publicizes as many of the activities of the Army JROTC program as possible to create an outstanding image of the cadet battalion and to reinforce the image of the school. Some of the specific duties of the public affairs/information officer are to:

- (a) Maintain the cadet information board in the correct state showing news events of local, national, and international interest.**
- (b) Keep abreast of newsworthy events in the cadet battalion; prepare and distribute news releases, articles, or announcements on events of the JROTC program to appropriate news agencies. Submit all articles to the instructor staff for approval prior to their release.**
- (c) Act as the battalion's point of contact with the school newspaper and yearbook committees. Ensure at least one item of JROTC interest makes every publication of the school newspaper.**
- (d) Maintain the cadet battalion scrapbook.**
- (e) Make recommendations to improve morale and welfare of the cadet battalion.**

E. Battalion Personal Staff Officer

The Battalion Person Staff Officer is described in the following section.

Battalion Command Sergeant Major

The battalion command sergeant major is the principal cadet enlisted assistant to the battalion commander. As the senior enlisted member of the cadet corps, the command sergeant major supervises the other noncommissioned officers (NCOs) of the battalion and companies. Specific duties of the command sergeant major are to:

- (a) Assist subordinate NCOs, the battalion XO, and the adjutant with administrative duties/details.**
- (b) Advise and assist the battalion commander in all matters pertaining to the enlisted members of the cadet battalion.**
- (c) Assist the adjutant in the formation and alignment of the battalion at all battalion formations.**
- (d) Receive lists of absentees from the companies and submit them to the adjutant.**
- (e) Supervise the color guard and all flag details. Ensure that company first sergeants submit their weekly flag details on time, post those rosters, and ensure that members selected for detail receive their notification slips prior to the assignment.**

- (f) Ensure the flag details are properly trained.
- (g) Ensure that the battalion area, including the drill field, is maintained in a high state of police at all times and that JROTC offices and classrooms are kept neat and orderly.
- (h) Preside over all noncommissioned officer promotion boards.
- (i) Assume command of the battalion in the absence of all officers.
- (j) Perform other duties as assigned by the battalion commander, battalion executive officer, or the instructor staff.

F. Other Staff Assistants (Optional)

There are other staff assistants that need to be mentioned, and these positions are detailed in the following sections.

1. Rifle Team Captain

Primary duties are to:

- (a) Organize the training schedule for the Rifle Marksmanship Team.
- (b) Schedule matches/competitions for the Rifle Marksmanship Team; coordinate these activities with the S-3 and the cadet battalion training schedule.
- (c) Supervise maintenance and care of the JROTC rifle range.
- (d) Develop the rifle marksmanship program for the cadet battalion.
- (e) Coordinate weapon requirements with the S-4.

2. Drill Team Captain

Primary duties are to:

- (a) Recruit members and organize the cadet Drill Team.
- (b) Schedule the Drill Team training program.
- (c) Coordinate uniform and weapon requirements with the S-4.
- (d) Schedule drill programs, parades, and competitions for the Drill Team; coordinate these activities with the S-3 and the cadet battalion training schedule.

3. Color Guard Commander

Primary duties are to:

- (a) Train members of the Color Guard.
- (b) Represent the cadet battalion at activities as directed by the cadet battalion commander, cadet battalion XO, or the instructor staff.
- (c) Coordinate uniform, flag, and weapon requirements with the S-4.
- (d) Schedule competitions for the Color Guard; coordinate these activities with the S-3 and the cadet battalion training schedule.

- (e) **Inspect uniform and personal appearance of Color Guard members.**
- (f) **Be thoroughly familiar with FM 3-21.5.**

G. Other Company, Platoon, and Squad Personnel

Other company, platoon, and squad personnel are important, and those positions are covered in the following sections.

1. Company Executive Officers (Cadet 1st Lieutenant)

The company executive officer (XO) assists the company commander in the training of the company and performs such administrative duties as designated by the commander. The company XO should be well versed in all functions of the company and prepared to assume command of the company in the absence of the company commander.

2. Company First Sergeants

The company first sergeant is responsible to the company XO (if assigned) or to the company commander for administrative matters. The company first sergeant is responsible for company formations, submits absentee reports to the battalion sergeant major, checks all merits and demerits with the company commander before submitting them to the S-1, and keeps the company commander informed on all matters pertaining to health and welfare of the unit. The first sergeant assumes command of the company in the absence of all officers.

3. Platoon Leaders (Cadet 2nd Lieutenant)

The platoon leader is a very desirable position. A platoon leader has a platoon of cadets for whom they are directly responsible. Primarily, the job is one of leadership, training, and discipline. Platoon leaders also have the opportunity and privilege to be a role model, coach, and counselor. The duties and responsibilities of a platoon leader are to:

- (a) **Keep the company commander apprised of the status of the platoon at all times.**
- (b) **Organize and maintain an effective chain of command. Learn the name of every one in your platoon and use their names when addressing them.**
- (c) **Conduct an inspection of the platoon at formations.**
- (d) **Use the chain of command to accomplish tasks; work mainly with the platoon sergeant and the squad leaders.**
- (e) **Know all cadet regulations and ensure that all members of the platoon also know and follow them.**
- (f) **Enforce orders from superiors whether you agree with them or not; however, if you think an order is wrong, discuss it with the chain of command or the instructors, as necessary. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the unit.**
- (g) **Know all phases of drill; be able to supervise/conduct platoon drill and, if you are the senior officer present in a formation, be able to conduct company drill.**
- (h) **Set high standards of personal appearance and conduct for yourself. Remember, the platoon leader sets the example for the platoon to follow.**

- (i) **Make an effort to resolve all leadership, training, and disciplinary problems at your level; if you cannot solve a problem, seek the advice and assistance of the company commander, company XO, or first sergeant.**
- (j) **Provide assistance/counseling to personnel in the platoon, especially when requested by a squad leader or the platoon sergeant, and/or when necessary for performance or disciplinary reasons.**

4. Platoon Sergeants (Cadet Staff Sergeant)

Platoon sergeants set the example at all times; assist in the supervision of the squad leaders; develop a spirit of teamwork in the platoon; submit absentee reports to the company first sergeant; assist the platoon leader in training the platoon; counsel personnel at a squad leader's request; and assume control of the platoon in the absence of the platoon leader.

5. Squad Leaders (other Cadet NCOs)

Squad leaders are responsible to their platoon leader/sergeant for the appearance, conduct, training, and discipline of their squad. They ensure that each squad member learns and does what is expected, and maintains high standards of behavior. Squad leaders must:

- (a) **Set the example at all times.**
- (b) **Know the number, names, and personal information on all assigned personnel.**
- (c) **Counsel/assist squad members with JROTC matters or help them find solutions to other issues when possible; refer to the platoon sergeant/leader if you are unable to handle/resolve an issue.**
- (d) **Form the squad correctly. Make an accurate report by name of those persons present and absent during common hour activities, company platoon/formations, and other cadet battalion activities.**
- (e) **Be thoroughly familiar with individual, squad, and platoon drill. When conducting drill, instruct/demonstrate the movement, allow time for individual performance; then supervise team leaders and squad members to ensure they perform properly. Conduct inspections to ensure personnel are prepared for training.**
- (f) **Develop responsibility and leadership in team leaders and be the first person they turn to for assistance and advice.**

6. Team Leaders

Team leaders are responsible for the formation, appearance, training, and discipline of their team members, and must be ready to assume control of the squad in the absence of the squad leader. Team leaders assist their squad leaders as directed and must:

- (a) **Set the example at all times.**
- (b) **Know the number, names, and personal information on all assigned personnel.**
- (c) **Assist team members with JROTC matters when possible; refer them to the squad leader for assistance if you are unable to handle/resolve an issue.**
- (d) **Be thoroughly familiar with individual and squad drill; inspect team members during formations, ensuring they know what is required of them.**

7. Team Members

Duties and responsibilities of a team member are to:

- (a) **Maintain and wear the entire uniform immaculately when prescribed.**
- (b) **Properly safeguard and care for all equipment and materials issued to you and for which you are responsible.**
- (c) **Ensure you are on time for all official formations requiring your presence.**
- (d) **Conduct yourself in a manner that brings credit to yourself, the cadet battalion, and your school.**

Conclusion

The cadet battalion structure is set up to ensure a quick and clear flow of commands. Each individual cadet has a job to do, which is part of a squad task, that then proceeds up the chain of command until that individual task is a part of the battalion's overall mission.

What this means is an effective JROTC organization. Each cadet knows what he or she is responsible for and what added responsibilities come from advancement in rank.

How far you climb in rank is up to you. Each cadet battalion, depending on unit requirements, has opportunities for advancement. You will receive the necessary training and have the opportunity to demonstrate excellence in what skills and knowledge you have learned. Your actions and abilities ultimately will let your battalion leaders know if you are ready to move up.

Taking on added responsibility in a leadership position is part of what JROTC is all about. Moving up in JROTC takes three things — desire, time, and work. JROTC will give you the time, but you must have the desire and be willing to put in the work.

Lesson Review

1. Define the terms “rank” and “grade.”
2. List the five key platoon personnel positions.
3. What are the primary duties of the Color Guard commander?
4. What is the chain of command?

Lesson 4

The Signs of Success



Key Terms

academic awards
athletic awards
commitment
decorations
individual awards
initiative
military awards
miscellaneous awards
motivation
responsibility
unit awards

What You Will Learn to Do

- Determine which signs of success you plan to accomplish within JROTC

Linked Core Abilities

- Build your capacity for life-long learning
- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Compare the three types of unit decorations
- Identify the components of individual award categories
- Identify the four institutional award categories
- Define award criteria
- Define key words contained in this lesson

Introduction

The awards program is for *any* JROTC cadet who excels. It recognizes high levels of performance, excellence, and achievement. Because the JROTC program recognizes that not all cadets have the same abilities and skills, the Army designed its awards program to recognize as many personal traits as possible in cadets. There are two kinds of awards: **unit awards** that recognize unit excellence, and **individual awards** that recognize personal achievement.

The Army rewards cadets for extracurricular activities, excellence in competition, contributions to unit goals, and outstanding service. Also, you may receive national recognition from patriotic and civic organizations for outstanding academic and military achievements. To achieve any of these awards, however, you must prepare yourself for success.

Strive for Success

Success is a process in motion, not a fixed mark. A successful person is one who is consistently learning, growing, and working towards a goal. When people perceive success as an end point to a process instead of the process itself, they often wonder why they feel unsatisfied when they get there. If you don't continually grow and add new goals, you may feel dissatisfied, empty, aimless, or "stuck."

Striving for success takes effort. It requires motivation, commitment, initiative, responsibility, and a willingness to face your fears. In combination, these strategies will help you further and retain knowledge as well as create new knowledge.

Getting Motivated

Motivation is the energy that fuels your drive to achieve, and a motivator is anything that moves you forward. There are at least as many motivators as there are people, and what motivates any given person can change from situation to situation. For example, some potential motivators for attending school could be learning a marketable skill, supporting a family, or improving yourself.

It's human to lose your motivation from time to time. For reason ranging from stressful life change to simply a period of low energy, something you might not feel like accomplishing anything. The following can help you build or renew motivation:

- Spend time reflecting on why your goal is meaningful to you.
- Make a decision to take one step towards your goal, rather than feeling overwhelmed by the "big picture."
- Reward yourself for a job well done.
- Examine and deal with obstacles.
- Begin or begin again.

Key Note Terms

unit awards – recognition given to a JROTC program for being an honor unit or an honor unit with distinction

individual awards – recognition given to an individual for outstanding academic, athletic, or military achievement, or for excellence in competition, contribution to unit goals or outstanding service.

Key Note Term

motivation – a force that moves a person to action; often inspired by an idea, fact, event, or goal.

Key Note Term

commitment – a pledge or promise to do something; dedication to a long-term course of action.

Making a Commitment

So, how do you focus the energy of motivation? Make a **commitment**. Commitment means that you do what you say you will do. When you honor a commitment, you prove to yourself and other that your intentions can be trusted.

Commitment requires that you focus your energy on something specific. A decision to change your life or make a million dollars might intimidate you into staying motionless on the couch. Instead, break any goal into manageable pieces, naming the steps you will use to achieve it.

To make and keep a commitment, consider the following:

- **State your commitment concretely.**
- **Get started and note your progress.**
- **Renew your commitment on a regular basis.**
- **Keep track of each commitment.**

Making and keeping commitments help you maintain a steady focus on your most important goals. It gives you a sense of accomplishment as you experience gradual change.

Showing Initiative

When you show **initiative**, you push yourself to take the first difficult step towards achieving your goal. Initiative jumpstarts your journey, and helps to renew motivation.

Initiative requires you to keep on top of your goals, and to listen to your instincts. You may discover that you want to do more than what is expected of you, which can be positive at school, in JROTC, and in the workplace.

Being Responsible

Being responsible is all about living up to your obligations, both those that are imposed on you as well as those that you impose upon yourself. Through action, you prove that you are responsible. When something needs to be done, a responsible person does the work as efficiently as possible and to the best of his or her ability.

Responsibility can take enormous effort. Throughout your life, you will have moments when you just don't want to respond. In those moments, you need to weight the positive and negative effects and decide what to do. Being responsible has definite benefits, such as making a crucial impression on others, and earning the trust and respect of your instructors, supervisors, relatives, friends, and family. When people trust you, they may give you increasing power and opportunities for growth because you have shown you are capable of making the best of both.

Facing Your Fears

Everyone experiences fear at some point in their lives. New experiences are often frightening and exciting at the same time. The changes involved in pursuing an

Key Note Term

initiative – the power to begin or follow through energetically with a plan or task; determination.

Key Note Term

responsibility – the quality of being reliable, trustworthy, and accountable for your actions.

education can inspire fear. You may wonder if you can handle the work, if you will get along with your instructors, of if you have chosen the right school or program. You may worry that family and friends expect too much or might stand in your way. You may also have fears about the future: will your education prepare you to find a job that you like and that pays well?

Education presents challenges that demand a willingness to push your limits and face your fears. The following can help you face your fears with courage:

- **Acknowledge and examine your fears.**
- **Develop a plan of attack to overcome your fears.**
- **Move ahead with your plan.**

As you work through your fears, talk about them with people you trust. Often, the ideas other people have about gaining control of fear can help you. When you acknowledge and evaluate your fears, it can provide valuable clues as to what blocks your success. Facing your fears and taking action promote healthy self-esteem.

Unit Awards

JROTC enables you to succeed in a variety of ways. One way to show your success is to strive for unit awards. The JROTC Awards Program offers three types of unit **decorations**: Merit Unit, Honor Unit, and Honor Unit with Distinction. The Merit Unit, Honor Unit, and the Honor Unit with Distinction awards are chosen based on results of a formal inspection and on exceptionally high standards of training and discipline throughout the school year. All service academies reserve 20 appointments for honor graduates of schools that have been designated Honor Units with Distinction. These cadets may apply for appointment to one of these service academies.

The Department of the Army adopted the Merit Unit insignia for Army JROTC cadets of units designated as Merit Units. As shown in Figure 1.4.1, it is a small white enamel five-pointed star. You wear this insignia above the right pocket of the Class A or B uniforms.

The Honor Unit insignia for Army JROTC cadets of units designated as Honor Units. It is a small blue enamel five-pointed star as shown in Figure 1.4.1. You wear this insignia in the same manner as the Merit Unit insignia.

The Honor Unit with Distinction insignia is similar to the Honor Unit insignia, except that it is yellow. The Department of the Army also adopted this device for all Army JROTC cadets of units designated as Honor Units with Distinction. You wear this insignia in the same manner as the Honor Unit insignia, which is above the right pocket of the Class A or B uniforms.

Key Note Term

decorations – an indication of honor, such as a badge, medal, or ribbon.

Figure 1.4.1



Individual Awards

Each Army JROTC unit can award various types of individual awards to its cadets for recognition of excellence, outstanding achievement, or superior performance. There are two main categories of individual awards: institutional and national awards.

Institutional Awards

Superintendents, principals, and Army instructors can present institutional awards to individual JROTC cadets for reasons of academic excellence, military and athletic achievement or performance, participation in community parades, excelling in recruiting programs, and other reasons that are determined by your instructors. You have the opportunity to earn as many of these awards as you possibly can.

The following is the order of merit (or importance) for these awards along with the number of ribbons available for each type. Within each category, you wear these awards (or ribbons) in their numerical order.

1. **Academic Awards — 10 ribbons**
2. **Military Awards — 15 ribbons**
3. **Athletic Awards — 5 ribbons**
4. **Miscellaneous Awards — 5 ribbons**

National Awards

National awards recognize individual JROTC cadets for heroic, distinguished, meritorious, and other commendable acts and achievements.

Army JROTC Awards

JROTC offers numerous awards to those who are willing to go above and beyond the minimum effort asked of them. As mentioned earlier in this lesson these categories include academic, military, athletic, and miscellaneous, plus you can also receive national awards. The following sections offer you more detail on each award and what it takes to achieve them.

Academic Awards

Table 1.4.1 shows the various types of **academic awards** that you can achieve.

Key Note Term

academic awards – recognition given to individual cadets for scholastic achievement or excellence.

Table 1.4.1: Academic Awards

Award	Awarded By	Criteria
<i>Distinguished Cadet Award for Scholastic Excellence (N-1-1)</i>	Superintendent	Awarded annually to one cadet who exhibits the highest degree of excellence in scholastics.
<i>Academic Excellence Award (N-1-2)</i>	Principal	Awarded annually to one cadet in each LET level for maintaining highest school academic grades.
<i>Academic Achievement Ribbon (N-1-3)</i>	DAI/SAI (Awarded by the DAI, except for in single units; then awarded by the SAI.)	Awarded annually to those cadets who maintain a grade of “A” in all academic subjects.
<i>Perfect Attendance Ribbon (N-1-4)</i>	SAI	Awarded to cadets with no unexcused absences during each quarter/semester.
<i>Student Government Ribbon (N-1-5)</i>	Principal	Awarded to cadets elected to student government offices.
<i>LET Service Ribbon (N-1-6)</i>	SAI	Awarded to cadets successfully completing first quarter/semester of training of each LET year.
<i>N-1-7 Through N-1-10</i>	DAI/SAI	Awarded based on criteria developed locally and approved by Region Commanders.

Key Note Term

military awards – recognition given to individuals for participating in JROTC-sponsored activities, or for leadership excellence.

Military Awards

Table 1.4.2 shows the various types of **military awards** that are available to you through hard work and effort.

Table 1.4.2: Military Awards

Award	Awarded By	Criteria
<i>DAI/SAI Leadership Ribbon (N-3-1)</i>	SAI	Awarded annually to one cadet per LET who displays the highest degree of level leadership.
<i>Personal Appearance Ribbon (N-3-2)</i>	SAI	Awarded annually to cadets who consistently present an outstanding appearance.
<i>Proficiency Ribbon (N-3-3)</i>	DAI/SAI (Awarded by the DAI, except for in single units where it is awarded by the SAI.)	Awarded annually to those cadets who have demonstrated an exceptionally high degree of leadership, academic achievement, and performance of duty.
<i>Drill Team Ribbon (N-3-4)</i>	SAI	Awarded annually to Drill Team members.
<i>Orienteering Ribbon (N-3-5)</i>	SAI	Awarded annually to cadets who are members of orienteering teams.
<i>Color/Honor Guard Ribbon (N-3-6)</i>	SAI	Awarded annually to members of the Color/Honor Guards.
<i>Rifle Team Ribbon (N-3-7)</i>	SAI	Awarded annually to members of the Rifle Team.
<i>Adventure Training Ribbon (N-3-8)</i>	SAI	Awarded annually to cadets who are members of adventure training units.
<i>Commendation Ribbon (N-3-9)</i>	SAI	Awarded to cadets whose performance of duty exceptionally exceeds that expected for grade and experience.
<i>Good Conduct Ribbon (N-3-10)</i>	SAI	Awarded annually to the cadets who have demonstrated outstanding conduct and participation.

Table 1.4.2: Military Awards (Continued)

Award	Awarded By	Criteria
<i>Summer Camp Participation Ribbon (N-3-11)</i>	SAI	Awarded to those cadets who participate in summer camp.
<i>N-3-12 Through N-3-15</i>	DAI/SAI	Awarded based on criteria developed locally and approved by Region Commanders.

Athletic Awards

Athletic awards are achievable through JROTC. All you need is an attitude geared towards success.

Key Note Term

athletic awards – recognition given to individuals for athletic participation or excellence.

Table 1.4.3: Athletic Awards

Award	Awarded By	Criteria
<i>Varsity Athletic Ribbon (N-2-1)</i>	Principal	Awarded annually to cadets who excel in varsity sports.
<i>Physical Fitness Award (N-2-2)</i>	SAI	Awarded annually to cadets who maintain excellent physical fitness: male cadets must run one mile in 8:30 minutes and female cadets in 10:45 minutes or less.
<i>ROTC Athletic Ribbon (N-2-3)</i>	SAI	Awarded annually to cadets who excel in ROTC athletics.
<i>N-2-4 Through N-2-5</i>	DAI/SAI (Awarded by the DAI, except for in single units where it is awarded by the SAI.)	Awarded based on criteria developed locally and approved by Region Commanders.

Key Note Term

miscellaneous awards – recognition given to individuals for participation in school or community service activities, or in activities that enhance the JROTC program.

Miscellaneous Awards

There are several **miscellaneous awards** that you can earn.

Table 1.4.4: Miscellaneous Awards

Award	Awarded By	Criteria
<i>Parade Ribbon (N-4-1)</i>	SAI	Awarded to cadets who have participated in local community parades (such as Veterans or Memorial Day parades).
<i>Recruiting Ribbon (N-4-2)</i>	SAI	Awarded to cadets who recruit students into the JROTC program.
<i>N-4-3 Through N-4-4</i>	DAI/SAI (Awarded by the DAI, except for in single units where it is awarded by the SAI.)	Awarded based on criteria developed locally and approved by Region Commanders.
<i>Superior Cadet Award (N-4-5)</i>	SAI	Awarded to cadet staff officers for outstanding performance.
<i>Service Learning Ribbon (N-4-6)</i>	SAI	Awarded annually to cadets who participate in service learning projects.

National Awards

With your eye on success, you can also earn **national awards**.

Table 1.4.5: National Awards

Award	Criteria
<i>Medal for Heroism</i>	Awarded to any JROTC/NDCC cadet who has been distinguished by an act of heroism.
<i>Superior Cadet Decoration</i>	Awarded annually to the outstanding cadet of each LET level.
<i>Legion of Valor Bronze Cross for Achievement</i>	Awarded annually to an LET 3 cadet for achievement of scholastic excellence in military and academic subjects and development of leadership.
<i>Sons of the American Revolution Award</i>	Awarded to a cadet enrolled in ROTC for meritorious achievement.
<i>The Military Order of the World Wars Award</i>	Awarded annually for overall improvement in military and scholastic studies.
<i>Daughters of the American Revolution</i>	Awarded annually to a cadet at each institution for outstanding ability and achievement.
<i>Association of Military Colleges and Schools of the U.S. Award</i>	Awarded annually to a full-time cadet who has completed at least two full years of JROTC.
<i>American Legion and American Legion Auxiliary Awards</i>	Awarded annually to outstanding cadets at each institution for general military excellence and scholastic achievement.
<i>The National Sojourners Award</i>	Awarded annually to an outstanding cadet at each installation who contributed the most to encourage and demonstrate Americanism.
<i>U.S. Army Recruiting Command Award for JROTC</i>	Awarded annually to a cadet at each school in recognition of their outstanding achievement and contributions to the JROTC program.
<i>Association of the U.S. Army Award</i>	Presented at the discretion of the DAI/SAI and the local AUSA chapter according to criteria that best suits the school's program.

Conclusion

The JROTC Awards Program has much to offer. It can give you the chance to be recognized either individually or as a member of a unit for your accomplishments and excellence. To earn these awards, you must be as competitive as your abilities and skills will allow. Often, you must put forth an extra effort to be in competition for them. The result, however, is self-satisfaction and sometimes public recognition for your accomplishments.

Lesson Review

- 1. Compare and contrast unit awards and individual awards.**
- 2. Identify the four institutional award categories.**
- 3. How do you wear the unit awards?**
- 4. Define the term “decoration.”**

Lesson 5

Your Personal Appearance and Uniform



Key Terms

align
Battle Dress uniforms
bisecting
Class A and B uniforms
chevron
ferrule
fitted
formal inspections
garrison cap
gigline
hemmed
insignia
nap
non-subdued
precedence
pre-inspection
shoulder marks
sized
tarnish

What You Will Learn to Do

- Demonstrate proper cadet appearance

Linked Core Abilities

- Take responsibility for your actions and choices

Chapter 1

Key Note Terms

insignia – an emblem, badge, medal or other distinguishing mark of office, honor, or position; denotes grade and branch; may also indicate capacity and duty assignment in the U.S. Army.

Class A uniforms – a service uniform that consists of an Army green coat, trousers or slacks; a long or short sleeve shirt; a black four-in-hand tie or black neck tab; and other authorized accessories.

formal inspection – an official examination of JROTC units that takes place on a prescribed schedule.

Class B uniforms – a service uniform that is the same as the class A uniform except the service coat is not worn. The black tie and black neck tab are required when wearing the long sleeve shirt; both tie and tab are optional with the short sleeve shirt.

Battle Dress uniform (BDU) – a camouflage uniform worn by members of the U.S. Army, Army National Guard, Army Reserve, and Army ROTC.

Skills And Knowledge You Will Gain Along The Way

- Describe the uniform-wearing guidelines
- Demonstrate placement of uniform awards, insignias, and decorations
- Conduct a uniform pre-inspection
- Prepare for uniform inspection
- Define key words contained in this lesson

Introduction

People often form opinions of others based on their personal appearance. A good personal appearance complements the wearing of your uniform. A neatly pressed and clean uniform, with properly placed ribbons, awards, and insignia, shows that JROTC cadets have pride in themselves as well as in their unit, and they use self-discipline to get things done. To assist you in this effort, this lesson covers the proper placement for the awards, decorations, and **insignia** you will be required to wear on your uniform. This lesson also presents four factors you can use to assess your personal appearance, reinforces the importance of a neat and clean appearance, and explains how those factors relate to your appearance in uniform.

Army JROTC Uniforms

The word *uniform* comes from two Latin words—*unus* and *forma*—that mean “one form.” Your JROTC uniform sets you apart from others and tells who and what you are. Uniforms date back to ancient times; for example, certain Romans wore togas. Today, society has uniforms to identify jobs and groups. Policemen, firefighters, athletic teams, and school bands all have uniforms.

Wear the JROTC uniform with pride! Every part of the uniform has a place and a reason. Later in this lesson, you learn how to place insignias, awards, rank, and decorations on your uniform. First, however, take a look at the different types of JROTC uniforms.

Class A, B, and Battle Dress Uniforms Figure 1.5.1 shows the **Class A uniforms**. You wear them during ceremonies, social functions, **formal inspections**, and as required by your instructor.

Figure 1.5.2 shows the **Class B uniforms** for men and women. These uniforms are worn during all occasions except field training and formal social occasions. The Class B uniforms are also worn at other times as required by your instructors.

Figure 1.5.3 shows the **Battle Dress uniforms** (BDUs) for men and women. They are worn at summer camp and for participation on special teams.

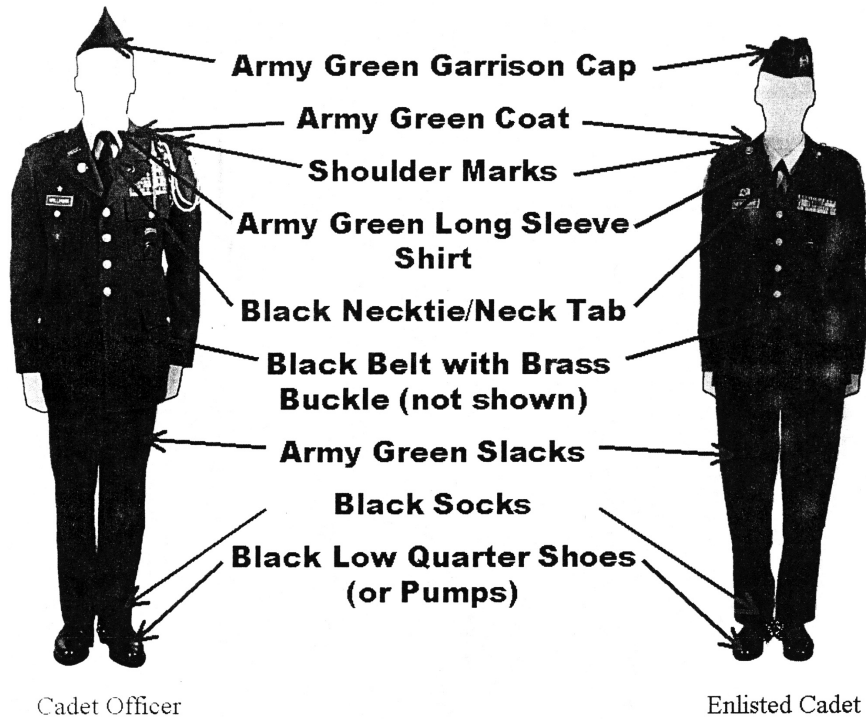


Figure 1.5.1: The Class A uniform.

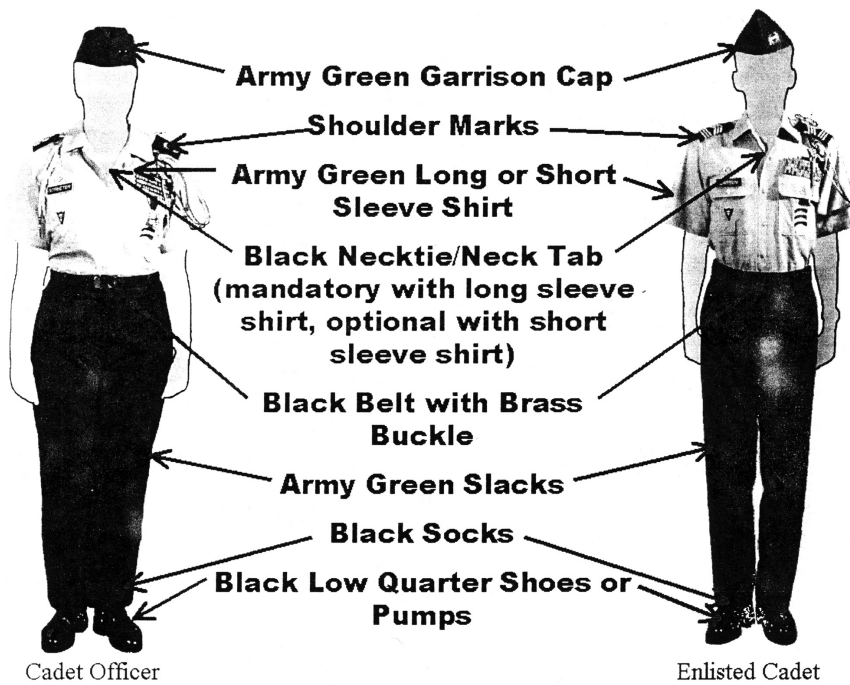
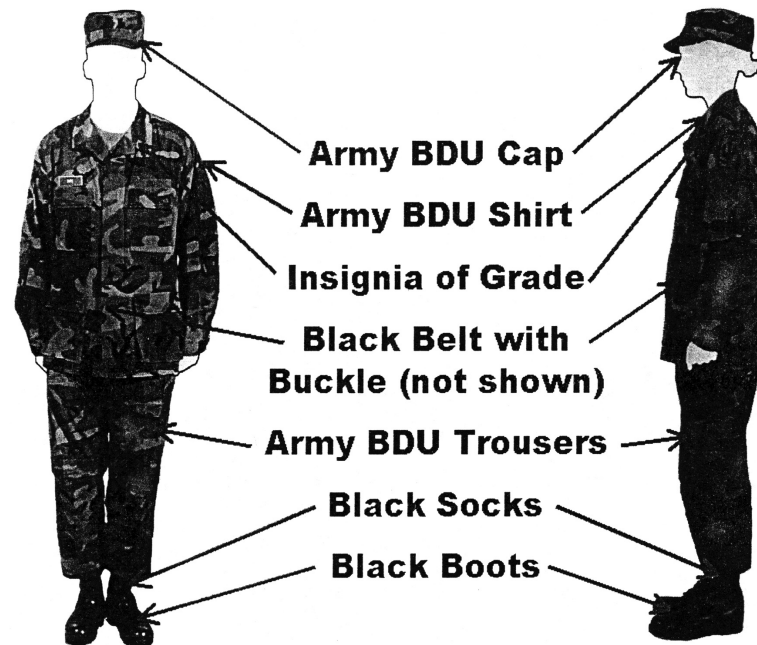


Figure 1.5.2: The Class B uniform.

Figure 1.5.3: The Battle Dress uniform.



Proper Placement of Insignia

Insignia is a way to show your advancement in JROTC. Insignia can include a badge, medal, or other mark of honor or position. These can also represent your military branch and indicate a duty assignment. Depending on the type of insignia, where it's placed on your uniform is important. This section covers many insignia as well as the proper placement.

The Army Garrison Cap

Before positioning the appropriate cadet officer or cadet enlisted insignia on the **garrison cap**, you should first know how to wear it. Place it on top of your head with the front vertical crease of the cap centered on your forehead in a straight line with your nose. Tilt the cap slightly to your right, but do not let it touch or rest on the top of your ear. Do not crush or shape the garrison cap to form peaks at the top front or top rear of it.

Note

The term "garrison" refers to a military post or to station soldiers in a town or post.

Key Note Term

garrison cap – head-gear that may be worn with the class A or B uniforms. For JROTC, the braid (piping used for identification purposes) will have a cord edge of the same material as the cap (or Army green shade 344).

In Figure 1.5.4, you can see that cadet officers wear grade insignia, or rank, on the garrison cap while enlisted cadets wear the ROTC insignia. Position either insignia on the left side of the cap one inch from the crease and centered vertically between the top braid and the bottom of the cap.

To wear the grade insignia on long or short sleeve JROTC shirts, you normally wear **shoulder marks** (rank or shoulder boards). For cadet officers, place the narrow, pointed end toward the collar and the flat end toward the edge of the shoulder; for enlisted cadets, place the side with the pointed **chevron** (stripe) toward the collar. This is shown in Figure 1.5.5.

The wearing of grade insignia for certain enlisted grades, such as cadet private and cadet private first class, may differ between schools. In some units, those cadets may wear **nonsubdued** pin-on grade insignia on both shirt collars or pinned to *blank* shoulder marks.

As seen in Figure 1.5.5, place these insignia centered on the collar, with the centerline of the insignia **bisecting** the point of each collar and one inch up from the edge of the collar point.

The area of both shirt pockets is where you place your nameplate, honor unit insignia, and personal awards. For female cadets, the pocket area (because those shirts do not have pockets) is where you also position these items. Imagine a horizontal line slightly above the top button on your shirt or one to two inches above the top button on your shirt. This imaginary line allows you to properly **align** your awards, insignia, and nameplate in the same manner as male cadets do.

Nameplate

Center the nameplate on the right pocket between the top pocket seam and the top of the pocket buttonhole (see Figure 1.5.6). On the female uniform center the nameplate horizontally on the right side with the bottom of the nameplate on the imaginary line.

Honor Unit Insignia

Center the Honor Unit Star one-quarter of an inch above the top seam of the right pocket. On a female uniform, the Honor Unit star should be one-half inch above the nameplate and centered. You can wear the Honor Unit Star either by itself or joined with the Academic Achievement Wreath. In either case, you center them as described.

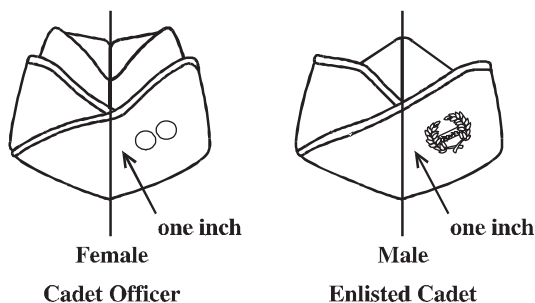


Figure 1.5.4: The Army garrison cap. Insignia of Grade

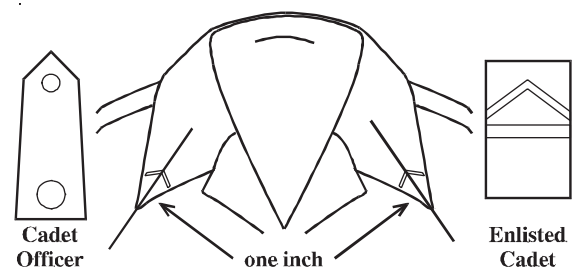


Figure 1.5.5: Placing the grade insignia.

Key Note Term

shoulder marks – a pair of broad pieces of stiffened cloth worn on the shoulders of the class A or B uniforms to display the insignia of grade. *Blank* shoulder marks do not display an insignia of grade so that pin-on insignia may be used instead.

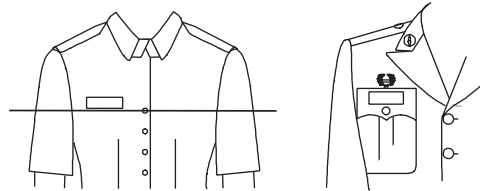
chevron – a pair of broad pieces of stiffened cloth worn on the shoulders of the class A or B uniforms to display the insignia of grade. *Blank* shoulder marks do not display an insignia of grade so that pin-on insignia may be used instead.

non-subdued – bright and shining, not dull or flat, such as polished brass pin-on insignia.

bisecting – to cut or divide into two equal parts.

align – to arrange in a line.

Figure 1.5.6: Placing the nameplate – female uniform (left) and male uniform (right).



Awards and Decorations

Position individual awards for academic, athletic, and military excellence on the left pocket (or left pocket area); however, you cannot wear both the ribbon and the medal for the same award at the same time.

Center your ribbons on the pocket button one-eighth of an inch above the top seam of the left pocket (centered above the horizontal line for female cadets). Place awards of this type no more than four across. Do not start a second row until you have four or more ribbons; also, the first and second rows must have the same number before you can start a third row. Center the top row on the row beneath it. Wear your ribbons in order of **precedence** from top to bottom and from your right to left in one or more rows. This is shown in Figure 1.5.7.

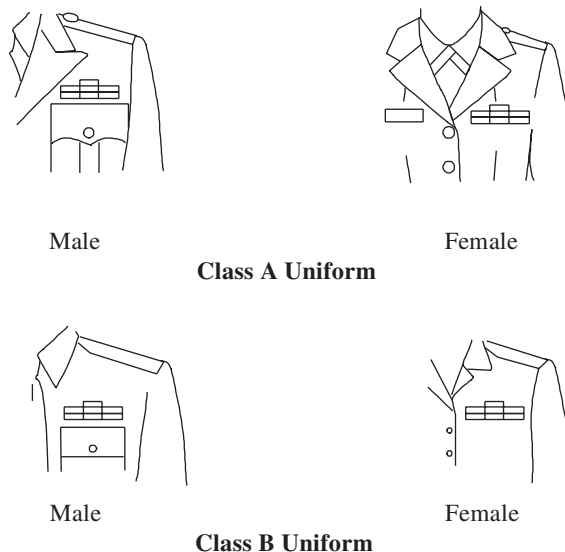
Wear medals and place badges for excellence in marksmanship one-eighth of an inch below the top seam on the left pocket flap (or in a similar position for female uniforms), again in the order of precedence from your right to left.

When not wearing medals, center your badge or badges, or space them equally from left to right on your pocket flap. The upper portion of the badge or badges should be one-eighth of an inch below the top seam of the left pocket. If you only have one medal or badge, center it from left to right on your left pocket flap. Place the top of it one-eighth of an inch below the top seam of the pocket.

Key Note Term

precedence – the act or right of preceding or placing in order according to rank or importance; priority.

Figure 1.5.7: Award and decoration placement for Class A and Class B uniforms.



Wear two medals or badges equally spaced from left to right on the left pocket flap. Keep the top portion of them one-eighth of an inch below the seam, at least one inch between them, and special skill badges to the right. Figure 1.5.8 shows how to wear two medals or badges.

If you are wearing a special medal with one or more marksmanship badges, equally space all awards (but not more than three) from left to the right on the left pocket flap. Place the upper portion of the medals one-eighth of an inch below the top pocket seam. Wear the special medal to your right of any marksmanship badges.

These same rules apply for female cadets, except you wear your medals and/or marksmanship badges one-quarter of an inch below the bottom row of ribbons.

Miscellaneous Uniform Accessories

Certain units may authorize the wearing of approved unit crests. You can wear these crests in one of two places on the uniform.

The first option is on both shoulder marks, midway between the button and the insignia of grade; however, enlisted cadets who wear pin-on grade insignia on their collars should center these crests on blank shoulder marks.

The second option is to center the unit crest below the button on the right pocket, between the bottom of the pocket flap and the bottom seam of the pocket, as seen in Figure 1.5.9.

At the discretion of the senior Army instructor, you may wear scholar or service program insignia, such as national or local military honor societies, centered on the left pocket between the bottom of the pocket flap and the bottom pocket seam. The instructor staff may authorize you to wear shoulder cords for participation in certain JROTC activities, including the color/honor guard, drill team, and rifle team. Wear one cord by itself on the left shoulder, and any other cord on the right shoulder. When wearing cords with a **ferrule** (metal tip), keep the ferrule to the front; otherwise, wear these cords based on the procedures of your local unit.

Polishing Your Image

Neatness counts in JROTC. In order to achieve it, you must know the proper guidelines for wearing and cleaning your JROTC uniform.

Guidelines for Care and Cleaning of Your JROTC Uniform

The following are some basic guidelines for the care and cleaning of your uniform.

- Place coats on hangers wide enough to keep the shoulders of the coat in shape. Do not use wire hangers.
- Keep shirts on hangers to prevent creasing.
- Clean and shine shoes and boots.

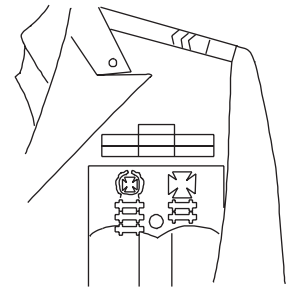


Figure 1.5.8: Wearing two badges or medals.

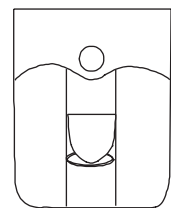


Figure 1.5.9: Wearing the unit crest on the pocket.

Key Note Term

ferrule – a decorative metal cap attached to the end of a shoulder cord to prevent fraying; a metal ring or cap attached to the end of a staff or handle to give strength or to protect it against splitting.

Key Note Term

nap – a soft, fuzzy finish on cloth formed by short fibers raised on the surface.

- **Keep trousers and slacks on hangers that allow them to hang at full length. Use a clothes brush with stiff bristles to loosen dust and dirt. This also helps freshen the nap and should be done each time the uniform is worn.**
- **Dry clean wool uniforms at a competent cleaner to take out stains or spots.**

Guidelines for Personal Appearance in the JROTC Uniform

Keeping up your personal appearance will help you look great in your uniform. The following are guidelines for always looking your best.

- **Male cadets: Keep your hair neatly trimmed with sideburns no lower than the bottom of the ear opening, and be clean shaven.**
- **Female cadets: Keep your hair styled so that it does not touch the top of the collar and so that the cap can be worn easily.**
- **Keep fingernails short and clean.**
- **A good personal appearance includes good grooming, which you can only achieve by cleaning your hair, teeth, and the rest of your body. It also includes maintenance (care) of your clothing — making sure that it is cleaned and pressed. In JROTC, you must maintain your uniform.**

Guidelines For Wearing Your JROTC Uniform

Now that you know how to care for your uniform and how to look your best, you need to know how to properly wear the uniform.

- **Wear a clean and neatly pressed uniform.**
- **Tuck shirt into trousers or skirt; keep its seam aligned with the seam of the zipper flap of the trousers and the edge of the belt buckle (**gigline**).**
- **Male cadets wear a T-shirt under the Class A and B uniforms. Male and female cadets wear a T-shirt under BDUs and as a physical training uniform. Wearing T-shirts prevents underarm perspiration from affecting your uniform.**
- **Button all buttons, with the exception of the top or collar button of the shirt.**
- **Clean, polish, and properly display all brass on the uniform.**
- **Push the belt through the left front loop of the trousers first and adjust to allow only the tip of the belt to protrude from the buckle.**
- **Wear only issued socks and shoes with the uniform.**
- **The wearing of a wrist watch, a wrist identification bracelet, and not more than two rings is authorized with Army uniforms (unless prohibited for safety or health reasons) as long as the style is conservative and in good taste.**
- **Female cadets may also wear small circular earrings (not to exceed one-quarter inch in diameter).**
- **Do not carry bulky objects in any pocket of the uniform.**
- **Wear the hat at all times when outdoors.**

Key Note Term

gigline – line formed by the seam of the shirt aligned with the zipper flap and the edge of the belt buckle on certain JROTC uniforms.

Guidelines For Taking Care Of Brass Articles

Buttons, medals, and other articles made of brass need to be cleaned and shined on a regular basis. The following explains how to care for your brass items.

- **Brightly polish the lapel insignia, belt buckle, and cap insignia. The brass buttons are an exception. Do not use polish on the brass buttons; instead scrub them with ammonia and water.**
- **Perspiration **tarnishes** brass on contact, so be careful when putting the insignia back on the uniform and when handling the belt buckle. One helpful hint is to wipe any brass with cleaning fluid to remove the extra polish. This avoids dulling the shine that you worked hard to get and slows down any corrosion.**

Key Note Term

tarnish – to dull the luster of; discolor.

Checking Your Look – The Pre-Inspection

Uniform inspection is an important part of JROTC. As a cadet, you should know how to care for your uniform and how to present yourself for inspection. Doing well on the inspection increases pride in yourself and in your accomplishments. Learning how to care for and maintain the JROTC uniform can also improve your self-discipline. When every cadet does well on the uniform inspection, it makes the unit look good and increases unit pride.

The **pre-inspection** is your chance to make sure that everything is in its proper place on your uniform and looks sharp. After learning how to wear your uniform and the placement of awards, it is now a matter of carefully checking your appearance. If your pre-inspection is done properly, there should be no surprises during the actual inspection.

Key Note Term

pre-inspection – an informal examination before an official or formal inspection.

Getting Ready

Inspect your uniform before you ask someone else to check it, so be sure that you have all the basics. Following is a list of the major parts of your uniform.

UNIFORM CHECKLIST

_____ Garrison Cap	_____ Placement
_____ Coat	_____ Belt
_____ Shirt	_____ Shoes
_____ Neck Tab/Tie	_____ Socks
_____ Pants/Slacks	

Placement

Follow the instructions you learned earlier in this lesson for the specific locations and proper placement of awards, insignia, and other uniform accessories.

A Preliminary Check

Table 1.5.1 shows you some of the items that the cadet staff and the instructors will look for during an inspection. You should use it only as a guide because your unit may have a different inspection form.

Table 1.5.1: Sample Inspection Criteria

Headgear:	Clean? Brass shined? Brass properly placed?
Hair:	Properly styled/groomed? Off the ears/collar?
Shirt/Coat:	Properly sized? Clean and pressed? Grade insignia placement? Nameplate placement? Honor Star placement? Ribbons/badges placement? Unit crest placement? Shoulder cord(s) placement? Pockets buttoned? Strings?
Trousers:	Properly sized? Clean and pressed? Belt buckle shined? Gigline straight?
Shoes:	Shined/dusted? Black socks?

For male cadets, the black belt with brass buckle is an important item. Line the tip of the belt (which will be either brass or black) with the end of the brass buckle so that none of the belt shows. This makes the belt buckle appear as one solid unit.

The most obvious sign of a correctly worn uniform is the formation of the gigline. Properly done, the edge of the shirt, belt buckle, and zipper flap should form an unbroken vertical line.

Head to Toe – The Inspection

Prior to the **formal inspection**, it is a good idea to ask a fellow cadet to look at your uniform and check it for anything that does not meet regulations. Make a final check yourself and then proudly present yourself for inspection. Always strive to be the cadet who scores the most points during each uniform inspection.

When to Wear the Uniform

You may wear the prescribed issued uniform in the United States and its possessions:

- **During military ceremonies; this shows that you are a proud part of the Army JROTC Program.**
- **When attending or participating in JROTC activities such as on the prescribed uniform day at school, during formal inspections, while instructing cadets in JROTC courses, and so on.**
- **When traveling to and from school where you attend JROTC.**
- **When visiting a military installation if you are taking part in drills, exercises, or summer camp.**
- **When required by your instructors.**

Your Personal Appearance

How do you look today? Do you have good posture? Do you have good grooming (personal hygiene) habits? In addition to these two areas, proper weight control and good muscle tone are all equally important factors in your personal appearance. In JROTC, being neat and clean is a way of life.

Good personal grooming is an important part of projecting a positive image. Your personal appearance can make all the difference in how you look in uniform. The following guidelines will give you that polished look.

- **Good posture** involves more than just standing tall. It is sitting, walking, bending, and lifting properly. Poor posture can cause backaches, digestive trouble, and fatigue. You will become more relaxed and at the same time more energetic when you have good posture. It takes some practice to correct any bad habits, but in time the rewards are well worth the effort.
- **Proper weight** is a major health concern in our society. There is great pressure to be thin; however, being too thin (or overweight) can affect your self-image as well as your health. A balanced diet is the key to proper weight. Some people go to extremes by overeating or crash dieting; both are equally dangerous. See your family doctor for advice on weight reduction and dieting.

Key Note Term

formal inspection – an official examination of JROTC units that takes place on a prescribed schedule.

- **Good muscle tone** comes from a well-rounded exercise program. Swimming, bicycling, walking, and tennis are types of regular exercise that tone and build muscles. Exercise helps you feel good, both physically and mentally.
- **Good grooming** means proper personal hygiene — taking care of your body. Daily showers or baths are vital, as is brushing your teeth. Proper amounts of sleep are also important to your mind and body.

Because many of your peers will now recognize you as an Army JROTC cadet, they will be watching you and your appearance more closely than before. Therefore, your appearance both in and out of uniform must be immaculate.

The Importance of Good Grooming

Rick was applying for a new job. On the day of the interview, he woke up late and did not have time to take a shower or iron a shirt that he was wearing with his suit and tie. As Rick ran a brush through his hair, he told himself, “Confidence and credentials are what will get me this great job ... and I have those.”

When Rick arrived at the office, he told the secretary, “I have an appointment with Mr. Bender at one o’clock.” As Rick was leaving the receptionist’s area for the interview, dirt fell from one of his shoes. He meant to clean and polish them before the interview, but he did not have time. He apologized and told the secretary that he would clean up the dirt after the interview. She told him not to worry about it.

During the interview, Mr. Bender asked Rick several tough questions, which Rick felt he answered very well. Then, at the close of the interview, Rick expected to be offered the job. Instead, Mr. Bender thanked him for coming and told him that he would be in touch.

After a few days, Rick received a letter from Mr. Bender. It stated in part, “I appreciated your enthusiasm, and your qualifications were excellent, but the company has hired someone else for the position.”

Did Rick present himself to Mr. Bender in the best possible way? Even though Rick thought that he was mentally alert, confident, and ready for the interview, was he really prepared for it? Although Rick thought that his qualifications would get him the job, should he have taken more time and care with his personal appearance?

Key Note Terms

sized – the physical dimensions, proportions, magnitude, or extent of an object; any of a series of graduated categories of dimension whereby manufactured articles, such as shoes and clothing, are classified.

fitted – to adapt to the proper size or shape.

hemmed – to fold back and stitch down the edge of a garment.

A Properly Fitting JROTC Uniform

According to Army regulations on the wearing and appearance of uniforms, “all personnel will maintain a high standard of dress and appearance.” This regulation means that your personal appearance in uniform should project the image to others that you are a part of one of the finest groups in the world.

Learning how to look your best in uniform takes time and effort. Your uniform must be **sized** and **fitted** to give you comfort and a good appearance. Pants, shirts, or coats that do not fit will make you look less than what you truly are. Your pants should be **hemmed** to the required length, and your shirt and coat, issued by size, should also fit well.

Factors That Affect Appearance

After you have a perfect fitting uniform, there are still other guidelines to follow so that you can maintain an outstanding appearance:

- **Have good personal grooming habits, such as caring for your hair and fingernails.**
- **Know how to wear the uniform properly.**
- **Know how to care and clean the uniform — a proper appearance requires a pressed and cleaned uniform.**

These factors, as well as the guidelines given earlier in this lesson, are the basic keys to a good overall appearance in your JROTC uniform. By following these guidelines, you can ensure that your uniform and your personal appearance are in accordance with regulations.

Conclusion

Your personal appearance affects what others think about you. How you look can also influence your own self-confidence. Take some time to study yourself. Are you neat and presentable in and out of uniform? It is not hard to look your best. A clean uniform, good personal appearance (posture, weight, and muscle tone), and good grooming are keys to success.

Lesson Review

1. **What is the difference between a Class A and a Class B uniform?**
2. **What should you use to clean brass buttons?**
3. **When is the Battle Dress uniform worn?**
4. **Define the word “ferrule.”**

Lesson 6

The Stars and Stripes



Key Terms

color(s)
ensign
garrison flag
half-staff
halyard
pennant
post flag
staff
standard
storm flag
union

What You Will Learn to Do

- Demonstrate protocol to show respect for and handle the United States Flag

Linked Core Abilities

- Take responsibility for your actions and choices
- Do your share as a good citizen in your school, community, country, and the world

Skills And Knowledge You Will Gain Along The Way

- Explain the history of the United States flag
- Explain the symbolism of the various parts and colors on the flag
- Classify the size and use of each basic type of United States flag
- Describe how to show respect for the United States flag

- Compare the rules for displaying flag in different situations
- Describe the correct way to fold the United States flag
- Define key words contained in this lesson

Introduction

The United States flag is the most notable of the symbols for our nation. It is important that you know the respect the U.S. flag deserves. This lesson explores the history of the U.S. flag, rules for displaying and folding the flag, and paying respect to it in and out of uniform.

Before the United States became a nation, there were many nationalities here, each represented by their own flag. For example, the Norsemen explored our coastal waters sailing under the banner of a black raven. Columbus carried the Spanish flag across the seas, the Pilgrims carried the flag of Great Britain, and the Dutch colonists brought their flag to New Amsterdam. Additionally, each Native American Indian tribe had its own totem and insignia. Immigrants of many races and nationalities have brought their symbols of loyalty to the shores of this country.

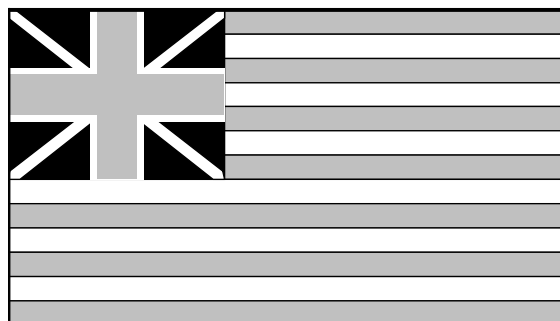
The first flags adopted by our colonial forefathers were symbolic of their struggles with the wilderness of a new land. Beavers, pine trees, rattlesnakes, anchors, and various mottoes such as “Hope,” “Liberty,” “Appeal to Heaven,” or “Don’t Tread on Me” adorned those early banners.

In 1776, when George Washington took command of the Continental Army at Cambridge, Massachusetts, he stood under the Grand **Union** flag (Figure 1.6.1), which continued to show respect for Great Britain. To establish our independence and unity, however, the Continental Congress in Philadelphia created the first Stars and Stripes flag on June 14, 1777.

The flag of the United States in 1777 had 13 alternating red and white stripes and a union, an emblem standing for unity. The union was a blue rectangle with white stars, representing a constellation. Some historians give Betsy Ross credit for sewing the first flag, but there is no evidence that she designed it. Her fame is

Key Note Term

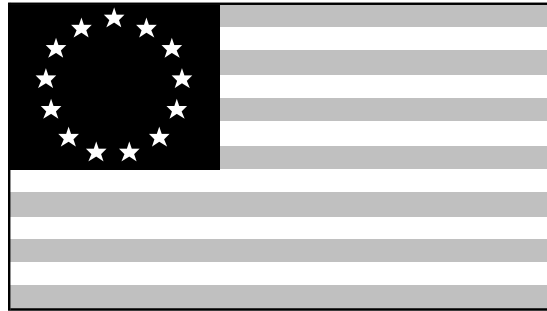
Union – the emblem on a flag symbolizing unity, such as the blue rectangle and stars on the United States flag.



THE GRAND UNION FLAG

Figure 1.6.1: The Grand Union flag.

Figure 1.6.2: First Stars and Stripes flag.



THE FIRST STARS AND STRIPES

traced to a story told by her grandson. Also, there were problems with the design because there were no directions as to how the stars should look — some had five points, others had six or eight points, some had the stars in a circle, some had them in rows, others scattered them without any apparent design. The “Betsy Ross flag,” shown in Figure 1.6.2, had the stars in a circle.

As the United States admitted new states to the union, the nation changed the flag to include them in its design. The first change took place in 1794 when Congress added two stars and two stripes for Vermont and Kentucky.

Fearing that too many stripes would spoil the true design of the flag, Congress passed legislation in 1818 returning the flag to its original design of 13 stripes and 20 white stars in a blue union. The stripes would represent the first 13 colonies, and the nation would continue to add a star for each state that joined the United States.

The arrangement of the stars varied until 1912 when President William Howard Taft issued an executive order to place the stars in six rows of eight stars each — acknowledging the admission of New Mexico and Arizona as the 47th and 48th states. President Dwight David Eisenhower ordered the last two changes to the flag in 1959 adding Alaska and Hawaii as the 49th and 50th states.

There is no fixed order for numbering the stars on the flag, nor are stars assigned to particular states. The stars represent the states collectively, not individually. The colors used in the flag are white for hope, purity, and innocence; red for hardiness and valor; and blue (the color of heaven) for reverence to God, loyalty, vigilance, perseverance, and justice.

Note

On June 14, 1889, George Balch, a kindergarten teacher in New York City, planned appropriate ceremonies for the children of his school, and his idea of observing Flag Day was later adopted by the State Board of Education of New York. On June 14, 1891, the Betsy Ross House in Philadelphia held a Flag Day celebration, and on June 14 of the following year, the New York Society of the Sons of the Revolution, celebrated Flag Day. On August 3rd, 1949, President Truman signed an Act of Congress designating June 14th of each year as National Flag Day.

Types Of Flags

The branches of the military service use different names for the flag. These names include “**Color**” (or “**Colors**”), “**standard**,” or “**ensign**,” however, the term “flag” is correct regardless of size or use.

The three most commonly displayed flags at state and federal government buildings and on military installations are the garrison, post, and storm flags.

- **The garrison flag is 20 feet by 38 feet. Government buildings and military installations fly this flag on all national holidays and for special occasions, such as for special days or events proclaimed by the President.**
- **The post flag is 8 feet 11-3/8 inches by 17 feet; it is for general display on days when it is not appropriate for the garrison flag.**
- **The storm flag is 5 feet by 9-1/2 feet. State and federal governments fly this flag only during stormy or windy weather.**

Respect for the U.S. Flag

Because the flag symbolizes justice, unity, and pride in your country, you should honor it with respect and dignity. Even after the flag becomes old and worn, you should not use it for banners or in any disrespectful way. If you do not preserve it, you should destroy it as a whole, privately, respectfully, and traditionally, by burning. Always show the flag the utmost respect, whether you are in uniform or in civilian attire.

In Uniform

When you are in your uniform, it is very important that you show respect for the flag. Because you wear the Army JROTC uniform, others look to you to be a leader and they will, in turn, follow your lead.

When you are in formation and the colors are about to pass you, the commander calls the formation to *attention* and *present, arms* when the colors come to within six steps of the unit. Everyone holds the salute until the colors are six steps past the unit; then, the commander gives *order, arms*, allowing you to drop your salute. If your formation is passing the colors, six steps prior to reaching them the commander will give *present, arms*; then, six steps past them, the commander will give *order, arms*.

When you are outdoors but not in formation, you should turn your head towards the flag and render the hand salute when you pass within six steps of the flag. If the flag passes you, stand at attention, render the hand salute, and hold it until the flag is six steps past you. When indoors, you should stand at attention until the flag is six steps past you.

Key Note Term

Color(s) – the U.S. national flag.

standard – a term now interchangeable with “colors,” although formerly it was used for flags of mounted, motorized, and mechanized organizations.

ensign – a flag that is displayed or flown from an aircraft, ship, or boat as the symbol of nationality.

garrison flag – type of flag, 20 by 38 feet, flown on holidays and important occasions.

post flag – type of flag used for everyday occasions; 10 feet by 19 feet.

storm flag – type of flag flown in bad weather; five by nine and one-half feet.

In Civilian Clothes

When you are in civilian clothes, you must still take appropriate actions to honor the flag.

- When you are outdoors and the colors pass you, stand at attention with your right hand over your heart until the colors are six steps beyond you. If you are wearing a hat, remove and hold it over your left breast with your right hand, ensuring that your hand is still over your heart. If you are outdoors and passing the colors, remove your hat (if you have one on) and place your right hand over your heart about six steps before reaching the colors; remove your hand when you are six steps past the colors.
- When indoors and the colors pass you, stand at attention until the colors are six steps past you.

Rules for Displaying the U.S. Flag

When displaying the flag, you should always raise it briskly and lower it ceremoniously.

It is customary to display the flag from sunrise to sunset, but you can display all-weather flags at all times if properly lit at night. The use of the flag at night, as well as during the day, should follow rules of custom.

Presidential proclamations contain the rules for displaying the flag at **half-staff** — for example, on Memorial Day, we display the flag at half-staff until noon, then raise it to the top of the **staff**. State and federal governments also fly the flag at half-staff when there is death of a president, former president, principal official, or foreign dignitary.

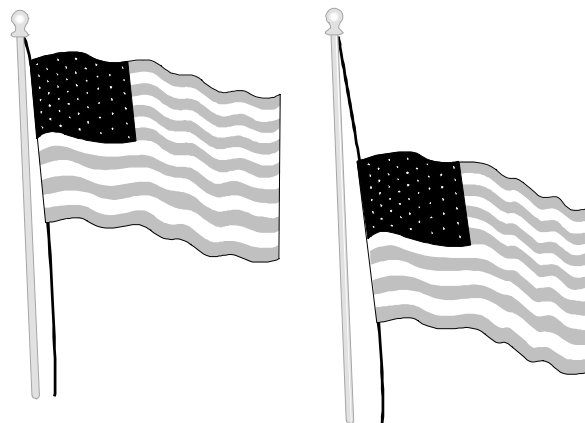
When flying the flag at half-staff, raise it to its peak and then lower it to the half-staff position. When lowering the flag for the day after it has been flown at half-staff, raise it to its peak and then lower it ceremoniously.

Key Note Term

half-staff – the position of the flag about half-way down from the top of the pole or staff, used to honor and pay respect to military and nationally important deceased persons; or as a distress signal.

staff – another word for flagpole used to carry unit guidons or colors.

Figure 1.6.3: The flag at full- and half-staff.



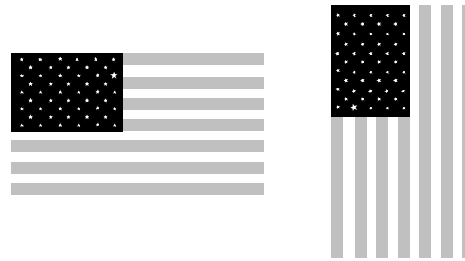


Figure 1.6.4: Displaying a flag against a wall.

Display Of The U.s. Flag Alone

When displaying the national flag from a staff projecting from a windowsill, balcony, or front of a building, the union of the flag should be at the staff's peak (unless displaying the flag at half-staff).

When displaying the flag flat against a wall, either horizontally or vertically, the union should be uppermost and to the flag's own right, or the observer's left, as shown in Figure 1.6.4.

When displaying the flag in a window, place it with the union to the left of the observer in the street.

When displayed suspended across a street, the flag should be vertical, with the union to the north on an east-west street, or to the east on a north-south street (Figure 1.6.5).

When suspending the flag at the edge of a sidewalk on the side of a building, raise the flag out from the building towards the pole, union first.

When using the flag over a casket, place it so the union is at the head and over the left shoulder, as seen in Figure 1.6.6.

Note

Never lower the flag into the grave, nor allow it to touch the ground.

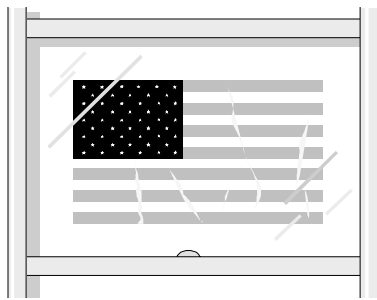


Figure 1.6.5: Displaying a flag across a street.

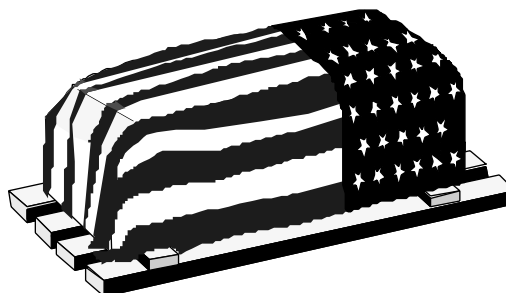


Figure 1.6.6: Draping a flag over a casket.

Group Display

When displaying the flags of two or more nations or states, fly them from separate flag staffs (or flagpoles) of the same height. The flags should be of similar size.

When grouping a number of flags and displaying them from staffs radiating from a central point, center the national flag or place it at the highest point of the group.

When carried in a procession with other flags, carry the national flag either on the far right of the row of marching persons or, if in a line of flags, carry it in the front and center position of that line.

When flying a **pennant** or another flag on the same **halyard** with the national flag, always fly the national flag at the peak of the staff. The only exceptions to this rule are displaying the United Nations flag at the United Nations Headquarters or the church pennant during services at sea.

When displaying the national flag with another flag from a crossed staff, place the national flag on its right with its staff in front of the staff of the other flag.

When displaying the U.S. flag from a staff in an auditorium, meeting hall, or chapel, whether on the same floor level or on a platform, it should be in the position of honor at the speaker's or chaplain's right facing the audience or congregation. Place other flags on the left of the speaker or chaplain; that is, to the right of the audience.

Key Note Term

pennant – a long, narrow flag tapering to a point or a swallowtail at the end.

halyard – A rope or tackle used for hoisting or lowering.

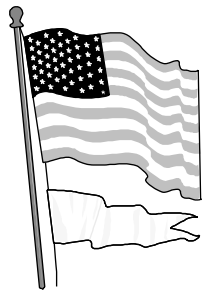


Figure 1.6.7: Displaying a flag with a pennant on the same halyard.

Folding The Flag Correctly

It is important that the flag be folded in the correct manner. The following is the correct procedure for folding the U.S. flag.

1. Bring the lower striped section of the flag up over the blue field (Figure 1.6.8).
2. Fold the “folded edge” over to meet the “open edge” (Figure 1.6.9).
3. Start a triangular fold by bringing the lower striped corner to the “open edge” (Figure 1.6.10).
4. Fold the outer point inward and parallel with the “open edge” to form a second triangle (Figure 1.6.11).
5. Continue to fold the flag in triangles until the entire length of the flag is folded with only the blue field and the margin showing (Figure 1.6.12).
6. Tuck the margin into the pocket formed by the folds at the blue field edge of the flag (Figure 1.6.13).

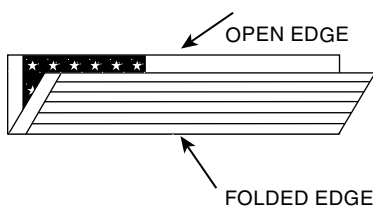


Figure 1.6.8: The first step to correctly folding a flag.

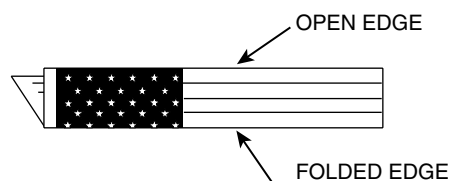


Figure 1.6.9: The second step to folding a flag.

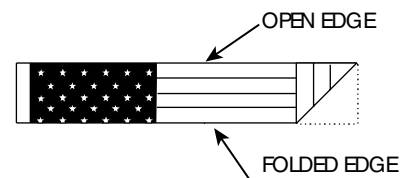


Figure 1.6.10: Start a triangle fold.



Figure 1.6.11: The next triangle fold.



Figure 1.6.12: Continue the triangular fold.



Figure 1.6.13: Tucking the margin into the pocket completes the folded flag.

When you have completely folded the flag, only the blue field should be visible, and it should have the triangular shape of a cocked hat.

Pledge Of Allegiance

“I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.”

This wording varies slightly from the original, which *The Youth’s Companion* magazine in Boston drew up in 1892. Schools first used it in that same year to celebrate Columbus Day. Almost 50 years later, the Pledge of Allegiance received official recognition by Congress on June 22, 1942, and they added the phrase, “under God,” on June 14, 1954. At that time, President Eisenhower said, “We are reaffirming the transcendence of religious faith in America’s heritage and future; in this way we shall constantly strengthen those spiritual weapons which forever will be our country’s most powerful resource in peace and war.”

Conclusion

The flag of the United States has a rich heritage and interesting history, from the original Stars and Stripes to the present day 50-star version. It represents an independent nation in its own right. The traditions that it symbolizes will continue to exist as long as citizens treat the national flag with the respect it deserves. Always show respect, and remember—different people respect the flag for different reasons.

Lesson Review

1. Which flag did George Washington and the Continental Army use?
2. When was the Stars and Stripes flag created?
3. When is Flag Day?
4. When in civilian dress, what should you do when a flag passes in front of you?

Lesson 7

Proudly We Sing—The National Anthem



Key Terms

anthems
bombardment
national march
symbol
“The Star-Spangled Banner”
under arms

What You Will Learn to Do

- Demonstrate courtesies during the playing of the National Anthem

Linked Core Abilities

- The emblem on a flag symbolizing unity, such as the blue rectangle and stars on the United States flag;

Skills and Knowledge You Will Gain Along the Way

- Explain the history of the National Anthem
- Describe cadet courtesies when the National Anthem is played
- Explain the history of the official National March
- Define key words contained in this lesson

Introduction

When you hear the National Anthem, do you know what to do? National **anthems** are usually songs already in a culture that become so popular that the people claim them as a **symbol** for themselves and their nation. The United States adopted “The Star-Spangled Banner” this way. In fact, it took Congress 117 years to ratify what the American people had decided on in 1814. In addition to presenting the history of “**The Star-Spangled Banner**,” this lesson explains how you should pay your respect to it, indoors or outdoors.

History of Our National Anthem

Francis Scott Key wrote “The Star-Spangled Banner” as a result of a mission he was on during the War of 1812. Key was one of two people chosen to deliver official release papers for an American prisoner of war being held on a British ship in the harbor of Baltimore, Maryland.

The British agreed to release their prisoner only if the Americans did not immediately return to shore. The British were preparing to attack Fort McHenry and they did not want Key and his companions to warn the American troops. The two Americans complied and returned to their boat to wait. At dusk, when the **bombardment** began, the British told the waiting Americans to take one last look at their flag because by morning it would be gone.

The bombardment continued throughout the night. At dawn, fog on shore hid Fort McHenry from view. Finally, the fog cleared and the American flag could be seen. Key wrote “The Star-Spangled Banner” at that point.

The next day, the commander of Fort McHenry printed and distributed the poem Key had written throughout Baltimore. That night, an actor sang the poem to the tune of a British drinking song. A few days later, the Baltimore newspaper printed the poem with directions that it be sung. In less than one week “The Star-Spangled Banner” had spread as far as New Orleans. Soon the whole country had taken it to heart; however, it was not until 117 years later, in 1931, that Congress passed an act making “The Star-Spangled Banner” the national anthem of the United States (36 USC Chap 10, Sec 170).

Courtesies to the National Anthem

A national anthem is a symbol of the people, their land, and their institutions. When we salute during the playing of “The Star-Spangled Banner,” we are saluting the nation. Servicemen and women follow specific procedures in showing their respect to the U.S. anthem and to the anthems of friendly foreign nations.

Key Note Terms

anthems – a song of gladness, praise, devotion, or patriotism.

symbol – something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible.

The Star-Spangled Banner – the national anthem of the United States, written by Francis Scott Key.

bombardment – to attack with bombs, explosive shells, or missiles; to attack persistently.

“THE STAR-SPANGLED BANNER”

O say, can you see, by the dawn's early light,
 What so proudly we hailed at the twilight's last gleaming,
 Whose broad stripes and bright stars, through the perilous fight,
 O'er the ramparts we watched were so gallantly streaming?
 And the rockets' red glare, the bombs bursting in air
 Gave proof through the night that our flag was still there,
 O say, does that Star-Spangled Banner yet wave
 O'er the land of the free and the home of the brave?

On the shore dimly seen through the mist of the deep,
 Where the foe's haughty host in dread silence reposes,
 What is that which the breeze, o'er the towering steep
 As it fitfully blows, half conceals, half discloses?
 Now it catches the gleam of the morning's first beam,
 In full glory reflected now shines on the stream;
 'Til the Star-Spangled Banner—O long may it wave
 O'er the land of the free and the home of the brave.

O thus be it ever when free men shall stand
 Between their loved homes and the war's desolation;
 Blest with victory and peace, may the heaven rescued land
 Praise the Power that has made and preserved us a nation.
 Then conquer we must, when our cause it is just,
 And this be our motto, “In God is our trust;”
 And the Star-Spangled Banner in triumph shall wave
 O'er the land of the free and the home of the brave.

Additionally, the armed forces give this same respect to the bugle call “To the Colors.” The military uses “To the Colors” when a band is not available or during bad weather.

When Outdoors in Uniform

When you are outdoors in uniform and you hear the national anthem or “To the Colors,” face the flag (if the flag is not visible, face the source of the music), stand at attention, and render the hand salute. Begin your salute on the first note of the music and hold the salute until the last note.

When Outdoors in Civilian Clothes

When you are outdoors in civilian clothes and you hear the national anthem or “To the Colors,” face the flag (if the flag is not visible, again face the source of the music), stand at attention, and place your right hand over your heart. A male must remove his hat and hold it in his right hand over his heart. A woman does not remove her hat, but she must place her right hand over her heart.

During Indoor Ceremonies

If you are attending an indoor ceremony and you hear the national anthem or “To the Colors,” stand, face the flag, and assume the position of attention. If the flag is not visible, face the source of the music or to the front and assume the position of attention. Do not salute unless you are **under arms**.

When in a Private Vehicle

On a military base at the first note of the national anthem, all vehicles must come to a complete stop. If the driver is in uniform, that person must step out of the vehicle and take the appropriate actions for being outdoors and in uniform. If the driver is a civilian or is a service member who is not in uniform, that person must step out of the vehicle and take the appropriate actions for being outdoors and in civilian clothes. All other occupants sit quietly inside the vehicle until the last note of music is played.

The National March, “The Stars and Stripes Forever”

The composition by John Philip Sousa entitled “The Stars and Stripes Forever” is the **national march**.

In late 1896, Sousa and his wife took a much-deserved vacation to Europe. While there, Sousa received word that the manager of the Sousa Band, David Blakely, had died suddenly. The band was scheduled to begin another cross-country tour soon, and Sousa knew he must return to America at once to take over the band’s business affairs. Sousa tells the rest of the story in his autobiography “Marching Along: Recollections of Men, Women and Music” (Westerville, Ohio: Integrity Press, 1994): “Here came one of the most vivid incidents of my career. As the vessel (the *Teutonic*) steamed out of the harbor I was pacing on the deck, absorbed in thoughts of my manager’s death and the many duties and decisions which awaited me in New York. Suddenly, I began to sense a rhythmic beat of a band playing within my brain. Throughout the whole tense voyage, that imaginary band continued to unfold the same themes, echoing and re-echoing the most distinct melody. I did not transfer a note of that music to paper while I was on the steamer, but when we reached shore, I set down the measures that my brain-band had been playing for me, and not a note of it has ever changed.” The march was an immediate success, and Sousa’s Band played it at almost every concert until his death over 25 years later.

(<http://www.dws.org/sousa/starsstripes.htm>)

Key Note Term

under arms – to carry or be furnished with, or to have attached to the person, a weapon or the equipment pertaining directly to a weapon, such as a pistol belt or pistol holster.

Key Note Term

national march – “The Stars and Stripes Forever” as recognized in the United States Code of Federal Regulations.

“The composition by John Philip Sousa entitled ‘The Stars and Stripes Forever’ is hereby designated as the national march of the United States of America.” (36 USC Chap 10 Sec. 188)

Conclusion

“The Star-Spangled Banner,” the national anthem of the United States, is symbolic of the struggles and successes of this country. It is still as inspirational today as when it first swept throughout the country in 1814. Either as a JROTC cadet in uniform or as a private citizen out of uniform, render “The Star-Spangled Banner” the courtesies and respect it deserves. Remember, “To the Colors” receives the same respect as the national anthem. “The Stars and Stripes Forever” demonstrates the strength and the power of patriotic music in the development of a national spirit.

Lesson Review

1. Who wrote The Star-Spangled Banner and why was it written?
2. When in a private vehicle on a military base, what should you do when you hear The Star-Spangled Banner?
3. What famous person wrote “Stars and Stripes Forever”?
4. Define the term “under arms.”

Lesson 8

American Military Traditions, Customs, and Courtesies



Key Terms

courtesies
customs
dress
esprit de corps
mess
position of honor
reporting
ruffles and flourishes
salutes
self-propelled
traditions
uncasing
uncovered

What You Will Learn to Do

- Explore the purpose of military traditions, customs, and courtesies

Linked Core Abilities

- Treat self and others with respect

Chapter 1

Key Note Terms

traditions – the passing down of elements of a culture (such as knowledge, beliefs, or customs) from one generation to another

customs – A long-established practice followed as a matter of course among people, oftentimes considered an unwritten law or repeated practice.

dress – to attire with a certain degree of uniformity; an appearance appropriate or peculiar to a particular time.

esprit de corps – the common spirit or feeling of pride found in the members of a group and inspiring enthusiasm, devotion, and strong regard for the honor of the group.

salutes – a sign or form of exchange used to greet or to show respect and recognition.

cannon salutes – the firing of a salute by a battery of guns or cannons to honor a person of military, national, or civic importance or to honor a significant national event.

ruffles and flourishes – a drum and bugle salute, usually to honor military or civil officials.

Skills And Knowledge You Will Gain Along The Way

- Distinguish among the types of personal salutes
- Relate Army ranks to their proper titles
- Determine situations requiring a salute
- Identify forms of respect to senior officers
- Define key words contained in this lesson

Introduction

The purpose of military traditions, customs, and courtesies is to develop pride in the military service, and to establish strong bonds of professional and personal friendships — patterns of behavior that enhance the military way of life. This lesson familiarizes you with these traditions, customs, and courtesies.

Traditions And Customs

Two of the more common military **traditions** and **customs** are dress and ceremonies. **Dress** sets the branches of the armed forces (the Army, Air Force, Navy, Marines, and Coast Guard) apart. Each branch has formal, semi-formal, black tie, white tie, informal, and casual dress codes appropriate for various occasions and settings. All branches have a standard of dress, which they require their members to follow.

Throughout history, military ceremonies represent the pride, discipline, and teamwork of the armed forces. Some of the more common ceremonies include parades, reviews, inspections, occasions that honor and recognize individuals with awards for outstanding service, and formal dining. Ceremonies help preserve tradition and to build **esprit de corps**.

Personal Salutes

Personal **salutes** are honors given to dignitaries, civil officials, and military officials. They include **cannon salutes**, **ruffles and flourishes**, and a march or anthem, depending on the official.

Cannon Salutes

A cannon salute honors civil or military officials from the United States or foreign countries. A commissioned officer directs the firing of the cannons, whether they are towed, **self-propelled**, or tank mounted. The time interval between rounds is three seconds. Usually, the U.S. armed forces does not fire a cannon salute on Sunday, between retreat and reveille, or on national holidays. Independence Day and Memorial Day are exceptions to this rule and have special cannon salutes.

What is the origin of the 21-gun salute?

The use of gun salutes for military occasions is traced to early warriors who demonstrated their peaceful intentions by placing their weapons in a position that rendered them ineffective. Apparently this custom was universal, with the specific act varying with time and place, depending on the weapons being used. A North African tribe, for example, trailed the points of their spears on the ground to indicate that they did not mean to be hostile.

The tradition of rendering a salute by cannon originated in the 14th century as firearms and cannons came into use. Since these early devices contained only one projectile, discharging them once rendered them ineffective. Originally warships fired seven-gun salutes—the number seven probably selected because of its astrological and Biblical significance. Seven planets had been identified and the phases of the moon changed every seven days. The Bible states that God rested on the seventh day after Creation, that every seventh year was sabbatical and that the seven times seventh year ushered in the Jubilee year.

Land batteries, having a greater supply of gunpowder, were able to fire three guns for every shot fired afloat, hence the salute by shore batteries was 21 guns. The multiple of three probably was chosen because of the mystical significance of the number three in many ancient civilizations. Early gunpowder, composed mainly of sodium nitrate, spoiled easily at sea, but could be kept cooler and drier in land magazines. When potassium nitrate improved the quality of gunpowder, ships at sea adopted the salute of 21 guns.

The 21-gun salute became the highest honor a nation rendered. Varying customs among the maritime powers led to confusion in saluting and return of salutes. Great Britain, the world's preeminent seapower in the 18th and 19th centuries, compelled weaker nations to salute first, and for a time monarchies received more guns than did republics. Eventually, by agreement, the international salute was established at 21 guns, although the United States did not agree on this procedure until August 1875.

The gun salute system of the United States has changed considerably over the years. In 1810, the "national salute" was defined by the War Department as equal to the number of states in the Union—at that time 17. This salute was fired by all U.S. military installations at 1:00 p.m. (later at noon) on Independence Day. The President also received a salute equal to the number of states whenever he visited a military installation.

In 1842, the Presidential salute was formally established at 21 guns. In 1890, regulations designated the "national salute" as 21 guns and redesignated the traditional Independence Day salute, the "Salute to the Union," equal to the number of states. Fifty guns are also fired on all military installations equipped to do so at the close of the day of the funeral of a President, ex-President, or President-elect.

Today the national salute of 21 guns is fired in honor of a national flag, the sovereign or chief of state of a foreign nation, a member of a reigning royal family, and the President, ex-President and President-elect of the United States. It is also fired at noon of the day of the funeral of a President, ex-President, or President-elect.

Gun salutes are also rendered to other military and civilian leaders of this and other nations. The number of guns is based on their protocol rank. These salutes are always in odd numbers.

Key Note Term

self-propelled – to have the ability within itself to move.

The number of guns fired depends on the position of the official. For example, the military fires a 21-gun salute for the president, members of a reigning royal family, and chiefs of state of foreign countries. The vice president receives a 19-gun salute, as do ambassadors and the Speaker of the House of Representatives. Secretaries of the Army, Navy, and Air Force, and generals of the Army and Air Force also receive a 19-gun salute.

When you are in the audience on such an occasion and in uniform, you should render the hand salute as the official party does. When in civilian clothing, you should remove any head covering to salute.

Ruffles and Flourishes

The armed forces plays ruffles and flourishes together — ruffles on drums and flourishes on bugles. The number of ruffles and flourishes also depends on the position of the official. The president, vice president, secretaries, and assistant secretaries of the Army, Navy, and Air Force, cabinet members, and ambassadors all receive four ruffles and flourishes.

Additionally, a military band may play a march or anthem following the ruffles and flourishes as an honor to special officials. For example, the band may play: the national anthem or “Hail to the Chief” for the president, ex-presidents, or president-elect; a march for the vice president; the national anthem of the United States or the anthem of another country for ambassadors; and, a march for generals, admirals, and most other armed services officials.

Courtesies

Courtesies honor people with actions or words to show respect, authority, and achievement. The use of titles and salutes are two courtesies that honor members of the military.

Titles

One military courtesy is the use of titles to show respect for superiors. When you are talking to someone in the military, address that person by his or her rank. This form of a courtesy is not only a standard greeting in the military, but it shows respect for the responsibility that person has earned.

Table 1.8.1 shows the correct titles by which you should address most individuals in the U.S. Army.

If you do not know the person’s name, you may address privates as “Soldier,” all medical officers by their rank, male officers as “Sir,” and female officers as “Ma’am.”

Conversation with others in the military should be formal and correct. Use proper titles to show respect and indicate rank. Senior JROTC cadets may address junior JROTC cadets by their first name, but not the other way around.

Key Note Term

courtesies – an act of politeness or gracious manners; the use of polite gestures or remarks.

Table 1.8.1: Proper Titles

Title	How to Address
<i>All Generals</i>	“General”
<i>Colonels and Lieutenant</i>	
<i>Colonels</i>	“Colonel”
<i>Majors</i>	“Major”
<i>Captains</i>	“Captain”
<i>Lieutenants</i>	“Lieutenant”
<i>Chaplains</i>	“Chaplain”
<i>Cadets</i>	“Mister,” “Miss,” or “Cadet”
<i>Officer Candidate</i>	“Candidate”
<i>Warrant Officers</i>	“Mister” or “Miss”
<i>Sergeant Major</i>	“Sergeant Major”
<i>First Sergeants</i>	“First Sergeant”
<i>All other Sergeants</i>	“Sergeant”
<i>Corporals</i>	“Corporal”
<i>All Specialists</i>	“Specialist”
<i>Privates and Privates First Class</i>	“Private”

Saluting

In addition to honoring those senior in rank with a title, the military requires a hand salute in many cases. By properly executing the hand salute, you show respect for those in positions of authority. A sloppy or poorly given salute can mean a number of different problems, including:

- **An inappropriate attitude or possible disrespect for a person who deserves the honor**
- **A lack of understanding on how to execute the salute**

Hand Salute

The hand salute is one of the most recognizable courtesies of the military way of life. Ages ago, the salute was a greeting that indicated you were not holding a weapon in your hand. Today, it is a way to show respect.

Whom to Salute

You must render the salute to all commissioned and warrant officers. Generally, you do not salute noncommissioned officers or petty officers; however, there are exceptions. For example, when you act as a squad leader, salute your platoon sergeant when making reports.

How to Salute

When a leader who is in charge of a formation commands “*present, arms,*” you should execute a salute. If you are not carrying a rifle, you can give the hand salute in three different ways depending on whether you are wearing headgear, glasses, or both.

- **When wearing headgear with a visor (with or without glasses), raise your right hand sharply, fingers and thumb extended and joined, palm facing down. Place the tip of your right forefinger on the rim of the visor slightly to the right of your right eye. Barely turn the outer edge of your hand downward so neither the back of your hand nor the palm is clearly visible from the front. Keep your hand and wrist straight, your elbow inclined slightly forward, and the upper arm horizontal.**
- **When wearing headgear without a visor, or you are **uncovered**, and without glasses, execute the hand salute in the same manner as previously described in subparagraph 1 except touch the tip of your right forefinger to the forehead near and slightly to the right of your right eyebrow.**
- **When wearing headgear without a visor, or you are uncovered, and with glasses, execute the hand salute in the same manner as above except touch the tip of your right forefinger to that point on the glasses where the temple piece of the frame meets the right edge of your brow.**

Key Note Term

uncovered – to remove a hat or other headgear; to be bare-headed or without a cover.



Figure 1.8.1: Hand salute wearing headgear with a visor.

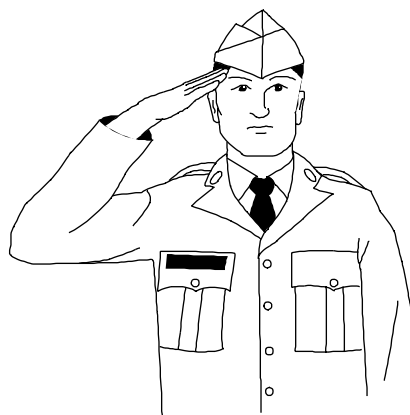


Figure 1.8.2: Hand salute without a visor or glasses.

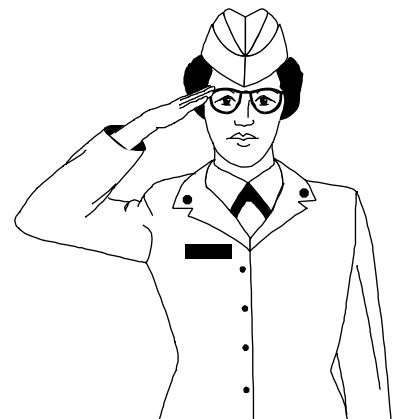


Figure 1.8.3: Hand salute with glasses (without a visor).

When **reporting** or rendering a courtesy to an individual, turn your head and eyes toward the person and simultaneously salute. In this situation, execute the actions without command. The subordinate initiates the salute at the appropriate time and terminates it upon acknowledgment.

When to Salute

Military regulations on conduct require you to salute, even when carrying a rifle, when you meet and recognize a person entitled to the honor, except under the following conditions:

- When on public transportation, including buses and trains
- When in public places such as stores and theaters
- When giving the salute would be inappropriate or physically impractical (such as when officers are acting as drivers or passengers of civilian vehicles or when one has both hands occupied carrying articles)
- While indoors except when reporting to an officer or when on duty as a guard
- When one or both parties are in civilian clothes

Conditions under which you must salute are:

- When you hear the national anthem, “To the Colors,” or “Hail to the Chief” (if you are in uniform)
- When the national colors pass you
- During all official greetings
- During reveille and retreat, when within sight of the flag or the sound of the music and in uniform
- During the rendering/sounding of honors
- When first **uncasing** the colors or later when casing them
- When pledging allegiance to the flag while outdoors and in uniform. Indoors in uniform requires that you stand at attention and face the flag, but you do not salute. Indoors in civilian clothing requires that you stand at attention, face the flag, and place your right hand over your heart.
- When reporting

Reporting

Reporting is requesting and obtaining permission to speak to a senior officer or being notified that a senior officer wants to speak with you. How you report to that officer may change according to local policy and to the location (in an office or outdoors), situation (under arms), or reason for reporting.

Showing Respect to Senior Officers

When an officer enters an office for the first time each day, the first person to see the officer calls the room to attention. If at any time, another, higher ranking officer enters the office, the first person to see that officer again calls the room to

Key Note Term

reporting – presenting oneself to a senior.

Key Note Term

uncasing – removing the case from Colors that are attached to a staff.

Key Note Terms

mess – a group of persons, usually in the military, who regularly eat meals together; the place where such meals are served.

position of honor – a military courtesy of usually keeping seniors to your right while walking or sitting.

attention. This same practice holds true if an officer enters a barracks — that is, the first person to see the officer calls the room to attention. Everyone rises to attention except those personnel who are on work details; however, they must rise if the officer stops and addresses them directly.

When an officer enters the dining area, the first person to see the officer calls the **mess** to “at ease.” You may remain seated and continue eating unless directed otherwise by the officer. If you are seated at a chair and the officer addresses you directly, rise to attention and respond. If you are seated on a bench, stop eating and sit at attention until the officer has ended the conversation.

Position of Honor

The **position of honor** dictates that those of lower rank walk, sit, or ride to the left of those with senior rank. When entering a vehicle (car or small boat), you should enter first, staying to the left of the officer. When you arrive at your destination and leave the vehicle, the senior officer should exit first.

Note

The position of honor originated during medieval times when knights fought primarily with their sword in their right hand. Because their left arm held a shield for defense, their right side — the fighting side — was their position of honor.

Conclusion

The pride and respect that come from traditions, customs, and courtesies make for a strong, well-run organization. Taking part in these traditions, customs, and courtesies builds esprit de corps and respect in your organization — indications of what success is all about.

Personal courtesies and good manners are a basic part of military courtesy. By showing proper respect, you gain respect from others and a sense of pride within yourself. Using the proper salutes and actions shows that you are proud of yourself, your unit, and Army JROTC.

Lesson Review

1. Give examples of three common ceremonies.
2. Give two examples of personal salutes and explain each one.
3. How should a cadet address a Warrant Officer?
4. Define the term “esprit de corps.”

***Leadership Theory
and Application***

Unit 2

Chapter 1

Being a Leader

Lesson 1

Leadership Defined



Key Terms

leadership
behavior
purpose
direction
motivation

What You Will Learn to Do

- Identify your leadership strengths and opportunities for improvement

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe leader behaviors that create the desire to follow
- Explore leader behaviors related to purpose, direction, and motivation
- Identify ways to develop leadership behaviors
- Define key words contained in this lesson

Chapter 1

Introduction

One definition of **leadership** is the ability to influence others to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

Purpose is the reason for doing what has been requested. **Direction** gives the knowledge to do what has been requested. **Motivation** gives others the will to do what has been requested.

The interaction between purpose, direction, and motivation create a variety of situations that require specific leader and follower **behaviors** to accomplish the mission; therefore, the BE, KNOW, DO Leadership Framework can be applied to both leader and follower. The role of the leader and follower in a specific situation is seen in Figure 1.1.1.

Peter Drucker, a highly regarded researcher of management and organizations, defines a leader as someone who has followers, gets followers to do the ‘right thing,’ sets examples, takes responsibility, asks what needs to be done, is tolerant of diversity, and is a “doer.”

Within organizations, people are assigned to positions of authority and responsibility. They have others reporting to them of which they are responsible. This is called the chain of command and is an important part of organizational structure. In team sports, the coach is the leader and gives direction to team members. A similar structure exists in scouts, churches, schools, and government.

Drucker’s definition of leadership, however, is not confined to a leader assigned to a position within a chain of command. If you have no followers, there is no one to lead and therefore no leader exists. If you have followers, assigned or otherwise, that you are influencing to accomplish something, Drucker would identify you as a leader.

As a high school student do you think of yourself as a leader? Do you influence others? Your friends? Your brother or sister? Do you influence members of a team in your school? Your church? Scouts? JROTC? Sure you do!

You may not have the chain of command positional authority, but you lead by setting the example for your brothers and sisters. You persuade your friends to do something they had not thought possible. You even lead yourself. In fact, that is where leadership begins – WITHIN YOU!

Key Note Terms

leadership – the ability to influence, lead, or guide others to accomplish a mission in the manner desired.

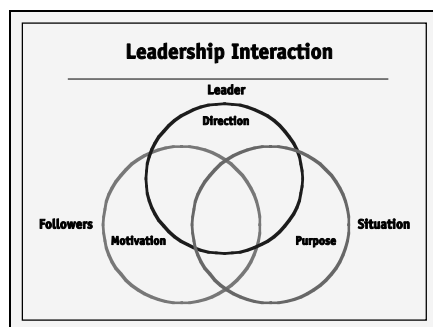
purpose – something set up as an object or end to be attained.

direction – an explicit instruction.

motivation – provides a need or a purpose which causes a person to want to do something.

behavior – the manner of conducting oneself.

Figure 1.1.1: Leadership interaction.



Being a leader is an awesome responsibility. Are you leading others to do the right thing? Take a look at a few case studies. After you have read all three cases, make a list of the leader behaviors in each and identify if they were used effectively, ineffectively, or not at all; then, add any leader behaviors you think would be important to you. Finally, ask yourself, which leader behaviors do I possess right now? And, which behaviors do I need to improve to become a good leader?

Case Studies

Which leader behaviors do you possess right now? Which behaviors do you need to improve to become a good leader? Think about these two questions as you read the following case studies. They will give you the opportunity to see how three very different people effectively used some leadership behaviors, failed to use others effectively, or did not apply some of them at all. Read each case study carefully.

Case #1

Jon is normally an average student; however, when he takes charge of a group to complete a project, his work and the finished effort of the group are always outstanding.

When asked about his group's results, his teammates proudly answered, "Jon makes it easy for us to complete our tasks. He helps us and makes suggestions when we need help, but he lets us do the work. If we have a problem, he always listens to our ideas on how to fix it.

"Because he is always excited about what he is doing, we get excited, too. He seems to know all he can about a task before we get started on it. While we are doing the task, he respects our views about how to complete it. He effectively uses the talents of everyone on the team, and he makes smart decisions. He is always there for us if we need him and, somehow, he still finds the time to do his share of the project. Because of his effective work habits, he instills good work habits in us also.

"He accepts responsibility for the outcome of our tasks, whether good or bad. None of us wants a project to be done poorly, but he does not blame others for any mistakes that he or the team may have made. After finishing one task, we are always glad to begin the next project under his direction."

Would you like to be a member of Jon's team? What are his desirable characteristics? What are his undesirable characteristics?

Case #2

Maria knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team.

Maria is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members

how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

Maria got upset once when a teammate was caught cheating. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called a team meeting.

At the meeting, Maria informed everyone that all team members make mistakes, not only as a team but also as individuals. She hoped that if they ever had any problems, they would turn to her and/or to another team member for help. They agreed.

Would you like to be a member of Maria's team? What are her desirable characteristics? What are her undesirable characteristics?

Case #3

Brian is an easy-going person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks—without giving them any help, direction, or supervision. Plus, he rarely makes any decisions.

Then, when the time comes to complete the project, he still turns it in even though parts of it are not finished. When the final grade comes back, his group makes the lowest mark in the class, prompting an instructor to ask, "Why wasn't your project done?"

Brian passes the blame on to his team members by saying, "They didn't complete their parts like they should have. I don't believe that I should have to be responsible for or to receive a bad grade because of their sloppy efforts."

When the other team members find out their grades, they approach Brian, "Why didn't you tell us everything that we were supposed to do? We could have worked harder and did it better if we had just known."

Would you like to be a member of Brian's team? What are his desirable characteristics? What are his undesirable characteristics?

Reflection Questions

These three case studies illustrate the positive and negative application of leader behaviors. Do you possess any of them? What do you appreciate most about your leader behaviors? Can you identify which behaviors you need to work on to become an effective leader? Would you like to change or add any of them? Can you identify any positive behaviors in other people that you would like to adopt? In the next case study, see if you can pick up ways to add new leadership behaviors to your character.

Case #4

Jason North had an opportunity one day to visit his father at work. He noticed that his dad's employees worked very hard for him. However, Peter, a mechanic who had worked on the assembly line for many years, seemed to resist all friendliness or help from the others. He also avoided speaking to Mr. North most of the time.

That afternoon, while the other employees and Jason were present, Mr. North approached Peter. He asked him, "What do you think of us purchasing the MXR-78 to help increase the production of the assembly line?"

Peter answered, "Why are you asking me? I really don't know much about it."

Mr. North responded, "You have a lot of experience here and I would like you to find out if the MXR-78 would make the line run more efficiently. So, will you do this for me?" With urging from the others, Peter accepted.

Later that evening, Jason asked his dad, "Why did you ask Peter to do that job?" Mr. North replied, "Peter is a reliable and experienced employee. He just needed some individual recognition. So, I gave him that assignment to make him feel more a part of this team."

Note

Although the previous story is just one example that pertains to only several leadership behaviors, Jason can definitely learn from his father's approach in dealing with Peter. A positive role model like Mr. North can be a powerful influence in one's desire to adopt another person's positive leadership behaviors.

Making The Change

After you identify behaviors that you want to have, then what? Think of ways to fit the behavior into your personality and into the way you want to lead. Use that skill whenever it is appropriate — practice will make it a part of your style.

On the other hand, changing a negative behavior into a positive one is not easy. It may be similar to breaking an old habit. Use the following steps to change a negative behavior:

- 1. Realize the need for change.**
- 2. Have a positive attitude toward the change.**
- 3. Follow through.**

Change is never easy, so keep trying. Just like other tasks, change requires dedication and perseverance.

Conclusion

Now is the time to begin identifying the leadership behaviors that you would like to possess. By adding new behaviors and/or changing negative ones, you can have a major influence on the development of your leadership potential. If you can perform a task a certain way and can see it through to completion, this positive behavior can become a lifetime habit.

Lesson Review

1. What did you learn about how you influence others?
2. How effective do you think you are in influencing others?
3. Are there some leadership characteristics you would like to adopt? Why?
4. Define the term “motivation.”

Lesson 2

Leadership Reshuffled



Key Terms

approach

What You Will Learn to Do

- Compare leadership styles

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe how leadership has evolved
- Compare different approaches to leadership
- Discuss what leadership styles work best in different situations
- Define key words contained in this lesson

Chapter 1

Introduction

History shows that there has been a great interest in determining what makes a good leader. In fact, studies can be traced back as far as the end of the nineteenth century during the industrial revolution. As a result, leadership studies have been categorized into three general eras:

- **Traits – 1800s to 1940s**
- **Behaviors – 1940s to 1970s**
- **Contingency – 1960s to present**

Traits Approach

During the late nineteenth century and early twentieth century, it was believed that leaders were born. It was a man's heritage that provided this innate ability to lead. One was born with special characteristics or traits to enable him to lead others effectively.

To prove this philosophy, spanning some 40 years, researchers studied existing political, industrial, and religious leaders. They expected to find that these leaders would possess certain characteristics that would distinguish them from their followers.

The researchers were unable to provide evidence to support their belief that leaders are born. Their findings identified a number of traits that were common to those in leadership positions. Traits such as intelligence, dependability, sociability, aggressiveness, originality, popularity, and humor. However, they also found different situations required the use of different traits. Others concluded there was no evidence to support that just having those traits would help one become a leader, much less an effective leader.

These inconsistent findings led others to continue the search for predictions and understanding of how effective leaders lead. There was an accepted belief that a combination of traits was one element of the equation. Personality alone, however, was not proven to be the only or even the dominant factor in leading others.

Behavior Approach

At the advent of World War II, researchers began to expand their search for the source of leader effectiveness. They began to look at and categorize the “behaviors” of effective leaders. They felt this was a more positive research **approach** because behaviors can be observed much more objectively, they can be measured more precisely, and they can be taught.

Key Note Term

approach – to draw closer to.

A researcher by the name of Kurt Lewin (1938) provided the foundation for the behavior approach of leadership. He identified a continuum of leadership behaviors that included the:

- **Democratic style of consulting with their followers and allowing them to participate in decision-making**
- **Autocratic style of making the decisions alone**
- **Laissez-faire style of providing no direction at all**

Note

Kurt Lewin, born in Germany in 1890, was considered by some to be the most charismatic psychologist of his time. His formal training in psychology began in 1910 in Berlin and led to a Ph.D. in the experimental study of associative learning. To learn more about Lewin, go to <http://www.utexas.edu/coc/journalism/SOURCE/j363/lewin.html>.

Although very different behaviors were identified, there was no evidence as to which style was most effective and which style to use in what situation. Additionally, each style created different reactions from different followers; therefore, the researchers could not clearly articulate the BEST way to lead effectively.

The Ohio State Leadership Studies, held at Ohio State University starting in 1945 and continuing through the 1960's, continued the search for leader behaviors. Almost 2,000 behaviors were identified and subsequently reduced to a more manageable number; however, two primary leadership behaviors stood out among the many: relationship and structure.

Relationship behaviors dealt with the concern for people and included behaviors such as treating team members as equals, being friendly and approachable, making work pleasant, listening to other's ideas, and looking out for the personal well-being of others.

Structure behaviors dealt with the concern for task and included such behaviors as setting and communicating expectations, establishing work schedules, sharing work procedures, and making work assignments.

There was some evidence coming forth that people-oriented leaders were linked with follower satisfaction levels and that effective leadership required both task and relationship behaviors. However, a few questions remained. Does effective leadership come from just the traits and behaviors of the leader? How are traits and behaviors influenced by the type of task and the type of work group?

Contingency Approach

Even though there was the desire to include situational factors in leadership effectiveness studies, this inclusion did not happen until the 1960s. This approach assumes that the effectiveness of the leader's personality, style and behavior is contingent upon the requirements of the situation and further supports the belief that:

- **There is no one best way to lead.**
- **The situational factors will determine the most effective style and behaviors.**
- **You can teach leadership behaviors.**
- **The leader does have an impact on group or organization effectiveness.**
- **Leadership effectiveness is affected by the interaction between situational factors and personal characteristics.**

Modern approaches to leadership effectiveness have a somewhat integrated view of Traits, Behavioral, and Contingency Approaches. Historically, researchers have studied leader behaviors by observing executives in a variety of organizations. If the definition of leadership is agreed as “the ability to influence, lead, or guide others to accomplish a mission in the manner desired by providing purpose, direction and motivation,” should the behaviors of anyone who influences others be examined? Are ALL humans leaders in families, schools, communities, and life?

As a result of these historical perspectives, several approaches to “leadership style” have been identified. Those most common are the Trait Approach, the Situational Approach, the Follower Approach and the Contingency model.”

- **The Trait Approach maintains that a person either does or does not possess the specific traits that are considered to be the essentials of leadership.**
- **The Situational Approach assumes that certain situations call for specific types of leadership behaviors and that leaders will be those who best fit the requirements of the situation.**
- **The Follower Approach holds that the needs of group members determine who will lead. Leadership, then, is a coincidence between the needs of the group and the abilities a person happens to have.**
- **The Contingency Approach maintains that personal styles and situational characteristics combine to determine leadership. A proper match between styles and situations is essential.**

What does all this mean to you? To answer that, return to the definition leadership:

Leadership is the ability (or process) to influence, lead, or guide others so as to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

There have been studies over a number of years directed at gaining more understanding about effective leadership. The desire to assist people in the behaviors that effectively influence, lead, and guide others remains a highly regarded search. The more you understand the behaviors that create the desire to follow, the more you will be able to determine the leadership behaviors that will work best for you. And even more important, the ones that do not.

Have you ever wondered how some leaders influence, excite, stimulate, and energize others? When you were influenced, excited, stimulated, or energized by someone else to do something you thought impossible, did you reflect on those times so you could copy the behaviors you liked? Think of those teachers you remember most. What was it they did that made you remember them?

Conclusion

As researchers continue to study the characteristics of leaders, and as the world continues to change through technology and human growth, one common key ingredient to leading others successfully is the ability to successfully lead oneself. Leading from the inside out is the foundation to building successful relationships in your family, church, community, and school. Your relationships with others are the foundation of trust—and trust is the foundation to empowerment and alignment of the mission you are leading others to accomplish.

Lesson Review

- 1. What are the three general eras into which leadership studies have been categorized?**
- 2. Compare and contrast the traits, behavior, and contingency approaches to leadership.**
- 3. Give a definition of leadership.**
- 4. Which two behaviors stood out from the rest in the Ohio State Leadership Study?**

Chapter 1

Lesson 3

Leadership From The Inside Out



Key Terms

beliefs
bribery
coercion
dilemma
ethics
favoritism
norms
prejudices
selfless service
tenets
tunnel vision
unethical
values

What You Will Learn to Do

- Develop a personal code of ethics, comparing the values it represents with the Army Values

Linked Core Abilities

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

Skills And Knowledge You Will Gain Along The Way

- Describe the values that leaders possess
- Assess how attitudes affect a person's actions

- Explore how life experiences affect a person's values
- Describe how the similarities and differences in people's values can impact how they interact with others
- Relate your values to the seven Army Values
- Define key words contained in this lesson

Introduction

Values are the driving force behind an action. When a leader gives his or her unit a particular mission, it is usually based on what that leader believes to be right. The leader's decisions and actions as well as the followers' actions must be motivated by their inherent values — strong feelings of right vs. wrong, ethical vs. unethical, or important for the majority vs. important just for personal gain.

America needs leaders who possess character and competence. They must be willing and able to live up to a defined set of values, possess the required attributes, and develop the required skills.

Defining Values

Values are ideas about the worth or importance of things, concepts, and people. They come from your **beliefs** or attitudes, and they influence your behavior because you use them to decide between alternatives. You may, for example, place value on such things as truth, money, friendship, justice, or selflessness.

Your values can influence your priorities. Because they are the basis for beliefs and attitudes, you may become emotional regarding certain issues. These values begin early in life and develop throughout your adulthood. You develop, process, evaluate, and prioritize beliefs or values in an order of importance that helps guide your daily existence in society. Strong values are what you put first, what you will defend most, and what you want to give up least.

There are seven individual values that all leaders and followers possess: *loyalty, duty, respect, selfless service, honor, integrity, and personal courage*. By listing these values in this order, note that they spell out the acronym: LDRSHIP — pronounced *leadership*. When used correctly, these values are the basis for building trust in relationships. They should be at the core of your character. The more you develop these values in yourself, the more successful you will be in life.

LOYALTY — to bear true faith and allegiance to the U.S. Constitution . . . your peers

DUTY — to fulfill your obligations

RESPECT — to treat people as they should be treated

SELFLESS SERVICE — to put the welfare of the nation . . . before your own

Key Note Term

values – a principle, standard, or quality considered worthwhile or desirable in a person or group; an ideal.

beliefs – a personal truth; mental acceptance or conviction of particular truths of someone or something.

HONOR — to live up to *all* values

INTEGRITY — to do what is right, legally and morally

PERSONAL COURAGE — to face fear, danger, or adversity

Sometimes values will conflict. Suppose your value of *loyalty* conflicts with your value of *integrity*. For example, if your supervisor wants you to write up a report on an incident in a manner that does not reflect the truth, you still have the moral responsibility to prepare it honestly. Whatever you decide in this example, the quality that you value most will guide your actions.

Loyalty

Loyalty establishes the correct ordering of your obligations and commitments, starting with the *U.S. Constitution*; then organizations such as your Army JROTC program, your high school, your employer; then your family and friends; and finally yourself. Being unswerving in your allegiance to the *Constitution* and faithful to the laws of our government will prevent you from misplacing your loyalties.

To exhibit the value of loyalty, you must:

- **Respect the *U.S. Constitution* and its laws**
- **Demonstrate devotion to the organization(s) for which you are a member**
- **Show faithfulness to your family, friends, and peers**

Duty

Duty is the sum total of all laws, rules, and so on, that make up your organizational, civic, and moral obligations. Your values originate with duty because society and organizations or institutions such as your JROTC program, your high school, and so on, expect you to fulfill your obligations. Often, society or these organizations expect individuals to exceed their duty, especially in ethical matters. For example, the Army's highest award, the Medal of Honor, imparts the notion of an individual acting "above and beyond the call of duty."

To exhibit the value of duty, you must:

- **Carry out the requirements of your job**
- **Meet professional standards**
- **Fulfill your legal, civic, and moral obligations**

Respect

Respect denotes the regard and recognition of the absolute dignity that every human being possesses. Specifically, it is indicative of your compassion, fairness, and consideration of others, which includes a sensitivity to and regard for their feelings and needs. Moreover, it is an awareness of the effect of your own behavior on them.

To exhibit this value, you must:

- **Recognize the dignity of all**
- **Demonstrate consideration for others**
- **Create a climate of fairness**

Selfless Service

Selfless service, or service before self, signifies a proper ordering of your priorities. For example, the welfare of the nation (or your community) and the organization or institution to which you are a member come before you, the individual. Although the focus is on service to your community or to the nation, this value also suggests that you properly take care of and support the needs of your family and yourself.

To exhibit the value of selfless service, you must:

- **Focus your priorities on service to your community or to the nation**
- **Place the needs of the organization above personal gain**

Honor

Honor represents the set of all values (courage, duty, integrity, loyalty, respect, and selfless service) that make up the public code for the Army JROTC, or for any organization.

Honor and moral identity stand together because individuals identify with group values and norms. Significantly, the value of honor provides the motive for action. Honor demands adherence to a public moral code, not the protection of an individual's reputation. To exhibit the value of honor, you must:

- **Adhere to and identify with a public code of professional values**
- **Employ honor as your motive for action**

Integrity

Integrity, coming from the Latin root of "*integritas*" — which is also the same root for the word integer — refers to a notion of completeness, wholeness, and uniqueness. From this foundation, the meaning of integrity encompasses the sum total of a person's set of values — *it is that person's private moral code*. A breach of any of these values will damage the integrity of that individual. To exhibit the value of integrity, you must:

- **Possess a high standard of moral values and principles**
- **Show good moral judgment**
- **Demonstrate consistent moral behavior**

Key Note Term

selfless service – a willingness to put the welfare of others first; to sacrifice, if need be, even to the point of giving up one's own life, in service to the Nation.

The following story provides an example of a person who did what was morally right.

The commanding officer and staff of doctors and nurses of a Mobile Army Surgical Hospital (MASH) worked on the wounded Americans who poured in from the latest fire fight. The medics also brought in a Vietnamese soldier with a live, unexploded grenade embedded in his flesh. Ordnance experts informed the commander that the slightest movement of the firing pin could set off the device, killing everyone in the area.

Acting quickly, the commander directed the hospital staff to use available materials and equipment to build a sandbag barricade around the operating table; then, performing the operation alone, he delicately removed the grenade. He wrapped it carefully in a flak jacket and handed it to the demolition team. The operation was successful, and the patient lived. His integrity and commitment to save the life of another human being made this commander an excellent doctor, leader, and role model.

Personal Courage

Personal courage comes in two forms. *Physical courage* is overcoming fears of bodily harm and doing your duty. *Moral courage* is overcoming fears of other than bodily harm while doing what needs to be done. Personal courage involves the ability to perform critical self-assessment, to confront new ideas, and to change. To exhibit this value, you must:

- **Conquer fear in physical and moral contexts**
- **Take responsibility for decisions and actions**
- **Demonstrate a capacity to learn and grow**

Key Note Term

tenets – a principle, belief, or doctrine generally held to be true.

Personal courage is rooted in believing in yourself, your fellow teammates, your unit, and your devotion to the mission of the organization. Throughout history, courageous people have accomplished the seemingly impossible and followed the basic **tenets** of a *Code of Conduct* (a set of guidelines that in the U.S. Armed Forces specifies how service members are to conduct themselves in combat and in the event they are taken prisoner by the enemy).

Moral courage is standing up for your values, moral principles, and convictions. You show moral courage when you do something based on one of your values or moral principles, knowing that the action may not be in your best interest. It takes special courage to support unpopular decisions and to make it difficult for others to do the wrong thing.

Others may encourage you to choose the course of action that is less ethical, the easiest, or the most convenient; however, do not ease the way for others to do wrong. Stand up for your beliefs and for what you know is right. Do not compromise your individual values or moral principles. In the end, by following your principles, you will be earning the respect and trust of the team.

Norms

To live together in harmony, people must agree on certain beliefs and values that lead to group **norms** or rules of conduct. Norms can be formal; they can also be informal or unwritten rules or standards of conduct that govern behavior of group members.

Formal norms are generally policies or regulations, such as traffic signals, laws, or safety codes. They dictate actions that are required or forbidden. For example, your school could have a formal norm that allows you to make up tests after you have been sick.

On the other hand, students may have an informal norm between them where they agree to lend each other notes so that they can copy the class work they missed when absent. This norm comes from a shared value about the importance of helping out a fellow classmate.

An informal norm can also run against a group's goal. For example, students who want to be accepted by their peers may feel pressure to follow destructive informal norms, such as using drugs or cutting classes.

Importance Of Beliefs, Values, And Norms

Beliefs, values, and norms guide the actions of individuals and groups. They are like a traffic control system—signals giving direction, meaning, and purpose to our lives. They are powerful. Past experiences involving such things as family, school, church, work, and social relationships shape your individual values, beliefs, and attitudes. Understand the importance of nurturing and shaping these qualities in your followers because they are fundamental motivating factors.

Mutual respect between you and your team members motivates them to follow your orders. Make it a general rule to think through situations and choose the course of action that will gain you the long-term respect of your followers, seniors, and peers. By earning their respect, you will be exerting your influence on their beliefs, values, and norms.

Character

Character is a person's inner strength; it is not only a major factor that determines how a person behaves, it is also the link (or interaction) between values and behaviors. For example, a person of character does what he or she believes is right, regardless of the dangers or circumstances involved, whereas a person's behavior shows his or her character. The three interacting parts that make up a

Key Note Term

norms – a principle of right action binding upon members of a group and serving to guide, control, or regulate proper and acceptable behavior; a pattern or trait taken to be typical in the behavior of a social group.

person's character and competence are values, attributes, and skills. Each one of these parts must interact to have a complete and well-balanced character.

There is no simple formula for success in the situations that you may face, either as a leader or in life. The key is to remain flexible and attempt to gather as many facts as the circumstances will allow before you must make a decision. When dealing with others, every situation has two sides; listen to both. The way you handle challenges depends on how you interact with the factors of leadership (followers, the leader, the situation, and communications).

Character can be strong or weak. People with strong character recognize what they want and have the drive, energy, self-discipline, willpower, and courage to get it; people with weak character do not know what is needed and they lack purpose, willpower, self-discipline, and courage.

Furthermore, people who can admit when they are wrong are exhibiting strong character, but people who place blame on someone or something else are indicating a weak character, which their followers will readily recognize.

People want to be led by leaders who provide strength, inspiration, and guidance and will help them to become winners. How much they are willing to trust a leader depends on their assessment of that leader's courage, competence, and commitment.

Character Building

You build strong and honorable character over time by hard work, study, and challenging experiences. You must also understand yourself — your strengths and weaknesses. Be open to feedback and advice from others; however, you must take the responsibility for continually building and strengthening your character. Others can help, but they cannot do it for you. To build strong and honorable character, you should:

- **Assess the present strength of your values and character**
- **Determine what values you want to promote**
- **Seek out tasks and situations that support developing such character**
- **Select a role model who demonstrates the values and character you want to develop**

Key Note Term

ethics – rules, principles, or standards that guide individuals or groups to do the moral or right thing in accordance with accepted principles of right and wrong.

Ethics

Ethics are principles or standards that guide professionals to do the moral or right thing — that is, what ought to be done. Because leaders are decision makers, they must make choices based on values and beliefs; however, sometimes it takes more than beliefs and values to come to a wise decision. A leader must also employ those principles or standards that guide them to do the moral and right thing. It is your responsibility as a leader to do the right thing.

Sometimes leaders are put in situations where two or more values conflict, otherwise known as a **dilemma**. You may have to choose between two or more undesirable alternatives. Perhaps you are faced with a “simple” dilemma, such as when you choose between going hungry or eating something you really dislike.

An ethical dilemma, on the other hand, is more complicated because an individual must decide between two or more values that are at odds. When you find yourself in an ethical dilemma, you must search for the morally right thing to do. The right thing to do is the moral action that best serves the ideals of your organization or group. The “highest moral good” is what professional ethics are all about.

If you make the right decisions when faced with an ethical problem, you will continually build your character and leadership. If you fall into the trap of taking the easy way once or twice, however, you will tend to justify your actions and then begin to erode your character. Your followers will sense this over a period of time and gradually lose respect for you. You will then be forced to use **coercion** to motivate them and will eventually lose the necessary foundation for positive, inspired leadership.

Pressures to be Unethical

Anyone can be ethical when there are no pressures to be **unethical**. At times, however, there are certain things such as personal ambition, convenience, greed, and **prejudices** that get in the way of ethical behavior. After all, leaders have human desires and motivations.

Sometimes there is pressure to bend or break the rules a little to get a promotion, gain popularity, or make it easier on a subordinate. That old saying “the end justifies the means” could provide every leader with an easy excuse for doing something questionable. Leaders must be aware of these temptations and guard against them by maintaining a professional code of ethics.

A principle, a belief, or a value is but a concept until it is tested under pressure. The following are a few examples of some temptations that can get you into trouble.

Setting Impossible Goals

There are times when leaders demand too much from the team or from individuals. Perhaps they have no idea of what the task entails, or maybe they want to make themselves look good. Whatever their reasoning, they are behaving unethically toward the group.

Leaders must realize that doing a good job takes time, ability, and careful attention to detail. When you lead, ensure that you do not practice **tunnel vision** by getting so absorbed in the end result that you neglect to consider what your team is capable of doing. Being too ambitious or setting impossible goals can result in negative effects. If you ask too much of your team members, they could lose respect and confidence in you as their leader and experience a loss of morale. The following story illustrates these points.

Steve was excited about starting his job at Hamburger Alley. Working a few hours after school and on weekends would give him some extra cash. Although he had never worked at a fast food restaurant, he felt semi-qualified. After all, he

Key Note Term

dilemma – an argument presenting two or more equally conclusive alternatives against an opponent.

coercion – the act, process, or power of forcing someone to act or think in a given manner, such as by using force or threats as a form of control.

unethical – not doing the moral or right thing (normally a result of pressures or temptations from self-interest, peers, subordinates, or seniors; to violate established rules or standards of conduct).

prejudice – an adverse opinion or leaning formed without just grounds or before sufficient knowledge.

tunnel vision – extreme narrowness of viewpoint.

and his friends had eaten at Hamburger Alley many times, but besides that, he had used his parents' grill on several occasions.

Steve's excitement began to fade after his second day on the job. This was because of Joe, the young assistant manager. Joe was so caught up with impressing the manager that he expected too much from his kitchen crew.

Before he had hired Steve, Joe employed a grill operator who had five years of experience. His name was Larry. With all the experience Larry had, he was very quick. He could handle the dinner crowd all by himself, grilling several hamburgers and steaks in a matter of minutes.

When Joe hired Steve, he expected the same performance. Although Steve needed to be trained, Joe assumed that he could catch on and be up to speed in a few days. That is what he expected because he did not want to hire another employee to help with the dinner crowd. If he could keep costs down by having a small kitchen crew, he could look good in the eyes of his boss.

Steve's disappointment grew, and he began to lose respect for Joe. Steve finally did receive some training on the grill, but it would take time for him to improve his speed. Joe just could not seem to realize this fact. "Larry can handle the dinner crowd. Why can't you? You've been here for three weeks already." Steve tried to explain to Joe that, as with anything, he would improve with practice. But despite Steve's explanations, Joe did not realize what being a grill operator involved.

One day, after Steve called in sick and Joe could not find a replacement, Joe was forced to substitute as grill operator. That was all it took. By performing the job himself, Joe developed an understanding of the job. He immediately realized that he was asking too much of his rookie employee.

When Steve returned to work, Joe had a talk with him. "You're a good employee, Steve. I'm sorry I didn't really understand your point of view. I do, in fact, need someone with experience for that dinner crowd. But because you have potential," Joe explained, "I'm going to keep you on so you can work a lighter shift and gain experience."

Placing Self-Interest Ahead of Ethical Norms

Self-interest is probably the most common cause of unethical acts. When leaders do things to improve their personal situation or to avoid criticism or punishment, they often lose sight of accomplishing the mission and of what is really important. Instead, they may be doing extra favors intentionally to please their supervisors so that they "look good." As a result, team members lose trust, respect, and confidence in them. Plus, team morale and spirit also drop because followers feel that their leader puts his or her own recognition ahead of their well-being.

In your quest to "look good," have you noticed that temptation is often close at hand? For example, you are wrestling with a tricky multiple-choice question that you feel will make the difference between receiving an A or B on a test. After deliberating between responses B and C, you decide to circle C. When you are almost finished with the test, you happen to hear some students in the hall discussing the answers. You learn that B was the correct answer for that question. What do you do? You did not intentionally cheat. You just happened to overhear the correct answer.

The student in this case decided to leave the answer as C, knowing that it was incorrect. Some people would argue that such an action is stupid. Rather, it shows that the person values honesty and has the integrity and character to act on that value in the face of temptation. Remember—the habit of being ethical on little things tends to carry over to the big things.

Doing What You Think Other People Want You to Do

All human beings have the need to be accepted. That is why you have to guard against the pressures that other people can put on you to behave unethically. Such temptations can come from many sources — your peers, your followers, or your supervisor.

If you encounter pressure from team members or from a supervisor, do not give into it. It is a violation of professional ethics because it involves misrepresenting the truth. Leaders must be honest with themselves as well as with others. Remember—as a leader, you are setting an example for your team. Doing what you think other people want you to do contributes to an unethical climate. It also destroys the real respect for the people in charge and ruins their power as a leader. Keep in mind there is a difference between being popular and being respected.

A platoon leader gave Bill's squad the project to clean up an old shed behind the JROTC classroom. On the Saturday morning the squad arrived to do the work, the weather was rainy and miserable. Bill did not want the project any more than his teammates did, but he knew it was an important and necessary project.

Shortly after starting, one of the team leaders and several other members of the squad came up to the squad leader. The team leader said, "Bill, we don't think we should have gotten this project. We're getting more than our share of the hard jobs. Besides, it's too dangerous out here. Someone could easily get hurt picking up broken glass or falling on a loose board and landing on a rusty nail.

"I pitch in tomorrow's game and I don't want to hurt my arm doing this stuff. We feel that you didn't stick up for us when the platoon leader gave you this project. We think you care more about a promotion than you do about us."

The team leader continued, "I'll tell you what you could do to let us know how wrong we are and that you really do care about us. We could move a few things around and pick up some of the glass, then we could fake a few injuries — you know, a few cuts and some torn clothes. You can then call the project off and tell the platoon leader that it just wasn't safe out here. You could even recommend that this is a project for the school maintenance staff. That way, we can all go home and get out of this rain. No one will ever know the difference. So, what do you say, Bill?"

As you read this, the answer seems so obvious. But, when it occurs in reality, the temptation to give in to this kind of peer pressure can be great.

Using Your Position to Threaten or Harass Subordinates

Respect is a two-way street. How can you respect your team if you do not treat them with respect? It is impossible. You should not motivate your followers through fear or threats. A leadership environment that is full of fear and criticism is not healthy. Remember—you are supposed to lead by example and foster the development of subordinate leaders so eventually they can assume more responsibilities.

Key Note Term

favoritism – the showing of special favor.

bribery – the act of giving or offering to, or accepting money, property, or a favor from someone in a position of trust to persuade or influence that person to act dishonestly.

Leading with **favoritism** (“why can’t your people get as much accomplished as Tom does?”) is just as damaging as using criticism that is not constructive. They both chip away at the confidence and morale of team members.

Likewise, you should refrain from using **bribery** (“if you help me write this report, I’ll promote you to my assistant”). This temptation is extremely destructive. Team members may feel like they can never truly please their leader, so why try. It shows a lack of judgment, moral principle, and integrity on the part of the person in charge. Obviously, a team will not have much respect or confidence in this leader.

Maintaining Your Ethics

In your heart, you usually know the right thing to do. The real question is whether you have the character to live by sound professional values when under pressure. If you have the right beliefs and values, the thing to do in most situations will be clear and you will do it. Just think through the problem, sort out the facts, and weigh the alternatives.

Developing an Ethical Climate

To develop and maintain the correct ethical climate, leaders should reach out to their organizations, know the details of their job, trust their people, and take risks on their behalf. Recognizing that actions speak more powerfully than words, leaders encourage openness and even criticism, they listen and support followers who show initiative, and they forgive honest mistakes made in the process of learning. Leaders have three ethical responsibilities that promote a healthy environment:

- **Be a good role model.**
- **Develop followers ethically.**
- **Lead in such a way that you avoid putting your teammates into ethical dilemmas.**

Understanding Your Self-Image

Leading from the inside out means to set examples and model the behavior that you want others to do. By knowing what is important to you so you can make sure your actions are supporting the things you value most. You need to lead yourself before you can lead others.

Self-image is how you see yourself. It is what you think about your characteristics, your physical body, your morals and values, your needs and goals, and your dreams. Having a good self-image is being satisfied with and accepting what you see in yourself.

When you become a leader, you need to constantly be aware of how you see yourself. Be honest with yourself and try not to have illusions about what you are or what you would like to be. If you believe that you cannot do a task, or if you are not consistent with the values that you think you have, you may begin to have doubts about yourself. Leaders who openly display doubt, hesitation, or uncertainty in their own abilities will likely cause their followers to also have doubt in them and in their leadership.

If what you see is not what you want to be, you can make changes. You can become the person you want to be. The change will require you to practice those mental, physical, and emotional attributes discussed earlier in this lesson. You will need to determine what is important to you and what you value most. If you begin to think positively about yourself, others will see your confidence and will want to follow you. The following are some points to remember as you begin to develop your self-image.

- **Focus on the Positive:** One way to improve your self-image is to identify all of the positive qualities that you possess. A certain amount of emphasizing the positive is necessary to boost your own self-image. What do you like MOST about yourself? How can you do MORE of what you like most?
- **Self-disclosure:** Self-disclosure is talking to others about yourself. As you talk to others, you will realize that your problems and shortcomings are no different from theirs. What do they like MOST about you? How can you do MORE of what they like most about you?
- **Reflection:** Think back over the choices you made and the things you did during the day. What were these behaviors saying about you? Were they displaying the values that you want to incorporate into your life? Did you practice the mental, physical, and emotional attributes you want to possess? Did they change your self-image? Would you do things differently if you had another chance to?

Conclusion

As a leader, you are responsible for making decisions, but do not decide on a course of action without thinking over the consequences — the choice you make should be based on your values. Apply these values to every leadership situation to build the trust and confidence of your followers. Finally, beware of temptations and pressures that can affect a leadership situation. Remember—anyone can make a decision, but effective leaders base their decisions on the highest moral good. Let your personal and professional codes of ethics guide you to do what is morally right.

Lesson Review

1. List the seven values that all leaders and followers possess.
2. Why is it important to treat all people with respect?
3. Choose one of the three ethical responsibilities in this lesson and explain it.
4. Define the term “tunnel vision.”

Chapter 1

Lesson 4

Principles and Leadership



Key Terms

attributes
censure
convictions
diversified
doctrine
philosophy
recrimination
self-evaluation

What You Will Learn to Do

- Draft a plan for using the 11 principles of leadership to improve your leadership abilities

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe 11 principles of leadership
- Describe the BE, KNOW, and DO attributes of a leader
- Identify how a cadet can demonstrate leadership character and competence
- Define key words contained in this lesson

Introduction

When you think of a leader, you think of someone who is in charge or someone with authority. To be an effective leader, one must possess certain traits, abide by certain principles, and have an appropriate style. This lesson introduces the 11 principles of leadership. Being an effective leader requires more than possessing certain traits; you must also follow these principles, which are basic tools of a successful leader. Use them to evaluate yourself and then to develop a plan to improve your ability to lead.

Leadership is the process of influencing others to accomplish a mission. The leadership skills that you use to accomplish a mission are the same whether you are in a classroom, your neighborhood, church, home, or JROTC. To be a good leader, you must provide teammates with purpose, direction, and motivation. Purpose helps them to understand why they are performing a project; direction shows what they must do; and motivation gives them the desire or initiative to do everything they are capable of doing to accomplish their mission.

Origins of Principles

The 11 principles of leadership have long been the foundation of military leadership **doctrine**. They have stood the test of time and have guided the conduct and action of successful leaders of both past and present.

The U.S. Army tested their validity in 1970 when the Army War College and the Continental Army Command Leadership Board did a study on leadership effectiveness. The results dramatically demonstrated that these guidelines are appropriate today and for the future by leaders and followers at every level. The findings of these studies also indicated that most leadership mistakes resulted simply from the failure to apply these principles properly.

Knowledge of these principles—and of basic human nature—will help you to be an effective leader in any situation. While you study them over the next several pages, keep in mind your strengths and weaknesses. Think about how you can best apply these principles to improve your leadership ability.

The Principles of Leadership

To know yourself, you must understand who you are. Where do your interests lie? Do you have a special talent? What are your weaknesses? Do you have a least favorite subject? What are some of your faults? Answering these questions is part of **self-evaluation**. Through the process of self-evaluation, leaders determine their capabilities and limitations.

Key Note Term

doctrine – a principle (or creed of principles) relating to a specific belief, subject, theory, or branch of knowledge; the fundamental policy or standard for a principle or set of principles on a specific subject, theory, or branch of knowledge; something that is taught.

Key Note Term

self-evaluation – to, with, for, or toward oneself or itself.

Note

Know yourself and seek self-improvement.

Key Note Term

attributes – a quality or characteristic (such as a belief, value, ethic, character trait, knowledge, or skill) that belongs to a person or thing; a distinctive personal feature.

Key Note Term

philosophy – discipline comprising as its core logic, aesthetics, ethics, metaphysics, and epistemology.

By knowing themselves, leaders can take advantage of their strengths and work to overcome their weaknesses. Seeking self-improvement means continually strengthening your **attributes**. This desire to improve increases your competence and adds to the confidence your followers have in your ability to train and lead them.

Some techniques for applying this principle are as follows:

- **Analyze yourself objectively to determine your weak and strong qualities. Strive to overcome the weak ones and further strengthen those in which you are strong.**
- **Ask for honest opinions from your team members and instructors as to how you can improve your leadership ability.**
- **Profit by studying the causes for the success or failure of other leaders, past and present.**
- **Develop a genuine interest in people; acquire the “human touch.”**
- **Master the art of effective writing and speaking.**
- **Develop a **philosophy** of life and work.**
- **Have a definite goal and plan to attain it.**

Read the following story and see how Patty identified and then overcame her weaknesses, thereby strengthening her attributes as a leader.

Patty was a drum major for the school marching band. She had just inherited the position from Tom, a graduating senior. Tom, who was very well liked and respected, led the band to their first state championship last year.

“What type of drum major will I be?” she thought to herself. “I cannot compete or compare myself with Tom. It’s true that he was good, but I have certain strengths of my own,” she reassured herself.

She then began to review her good qualities. She was very enthusiastic, which always seemed to motivate people. She was a good musician who understood the principles of conducting. And, she had a good ear for rhythm, enabling her to detect when the band’s tempo was off.

After Patty’s first week as drum major, she realized that although she was good, there was definite room for improvement. She would make changes that the band would not pick up on right away, and the percussion section always seemed to be a beat behind her.

Fortunately, it did not take her long to find out why these mistakes were occurring. A friend of hers videotaped the band practice one day so that Patty could see some of her weaknesses. Plus, some of the band members told her

they had a hard time understanding what she wanted them to do because she did not explain it well.

Although Patty knew the sound, tempo, and rhythm that she wanted to hear, she needed to explain it better to the band members so that they knew exactly what she expected. Additionally, she realized that she needed to point out their mistakes and to give them an example of how she wanted them to play the new songs.

The percussion section's problem was that they had a hard time seeing her. They were at the very back of the field and she was at the front. To correct this problem, she decided to stand on a platform.

After Patty discovered her weaknesses, she tried to improve them. She thanked the band members for their suggestions and, letting her excitement show, she told them she wanted it to be another great year — maybe another state championship year.

Patty immediately knew her strengths, but she did not actually become aware of her weaknesses until she was in a leadership position. This is not uncommon. The important thing is that once she knew what qualities she needed to change, she made an effort to do so.

Be Technically Proficient

Your team members expect you to be proficient at your job; therefore, leaders must demonstrate to their teammates that they are qualified to lead. Technical competence requires a leader to be able to perform all tasks associated with the job or assignment as well as to train team members to do their jobs.

Use the following techniques to enhance your application of this principle:

- **Seek a well-rounded education. Supplement school with independent reading, research, and study.**
- **Seek out and foster associations with capable leaders or mentors. Observe and study their actions.**
- **Broaden your knowledge in other areas whenever possible; keep abreast of current events.**
- **Seek opportunities to apply knowledge through the exercise of authority. You acquire good leadership only through practice.**
- **Familiarize yourself with the capabilities and limitations of all elements of your authority.**
- **Always prepare yourself for the job of a leader at the next higher level.**
- **Learn and apply sound leadership and management techniques.**

By seeking Army JROTC education and training and taking advantage of the leadership opportunities it has to offer, you have already started developing your technical proficiency.

Seek and Take Responsibility for Your Actions

Leading always involves responsibility. With the knowledge you gained from an honest self-evaluation and with a sound technical foundation required to do your job, you

must take the initiative to accomplish your mission. You also want people on your team who can handle responsibility and who will help you to perform the mission.

By seeking responsibility, you develop professionally and increase your leadership ability. Accepting responsibility for all that a unit does or fails to do is part of a leader's job.

Use these techniques to assist you in applying this principle:

Key Note Term

diversified – to produce variety.

- **Seek diversified leadership positions that will give you experience in accepting responsibility.**
- **Take every opportunity that offers increased responsibility.**
- **Perform every act, large or small, to the best of your ability.**
- **Accept just criticism.**
- **Admit mistakes when you make them and take corrective action; avoid evading responsibility by placing the blame on someone else; ensure that any mistakes by team members are not due to an error on your part.**
- **Adhere to what you think is right; have the courage of your convictions.**
- **Possess the competence necessary to make sound and timely decisions.**
- **In the absence of orders or guidance, seize the initiative and take the necessary action based on personal judgment, training, and experience.**

Key Note Term

convictions – a strong persuasion or belief.

Make Sound and Timely Decisions

Leaders must be able to reason under the most critical conditions and decide quickly what action to take. If they delay or avoid making a decision, their indecisiveness may create hesitancy, loss of confidence, and confusion within the unit, and it may cause the project to fail. Because leaders are frequently faced with unexpected circumstances, it is important to be flexible — leaders must be able to react promptly to each situation; then, when circumstances dictate a change in plans, prompt reaction builds confidence in them.

The following techniques will help you apply this principle:

- **Develop (through constant practice) a logical and orderly thought process.**
- **Consider the effects of your decisions.**
- **Ensure that team members are familiar with your policies and plans.**
- **When you have time, plan for every possible unforeseen event that may arise.**
- **Encourage team members to participate in the planning process; consider their advice and suggestions before making decisions.**
- **Give team members sufficient time to make necessary plans.**

Set the Example

A leader must be a good example. This is a heavy responsibility, but you, as a leader, have no choice. No aspect of leadership is more powerful. If you expect honor, integrity, courage, loyalty, respect, selfless service, and duty from your followers, you must demonstrate them. Because your followers will imitate your behavior, you must set high, but attainable standards, be willing to do what you require of your followers, and share their hardships. Your personal example affects people more than any amount of instruction or form of discipline. You are their role model.

The following are some techniques for applying this principle.

- **Be physically fit, well groomed, and correctly dressed.**
- **Master your emotions. The leader who is subject to uncontrolled bursts of anger or to periods of depression will be less effective as a leader.**
- **Maintain an optimistic outlook and a will to succeed. The more difficult the situation, the more you must display an attitude of calmness and confidence.**
- **Conduct yourself so that your personal habits are not open to **censure**.**
- **Exercise initiative and promote the spirit of initiative in your followers.**
- **Be loyal; support the policies of superiors.**
- **Avoid being partial to any follower.**
- **Be morally courageous. Establish principles and stand by them.**
- **Develop conviction within your followers that you are the best person for the position you hold.**
- **Delegate responsibility and authority and avoid oversupervision to develop leadership among your teammates.**
- **Strive for professional competence.**

Try to identify how Sylvia used the previous techniques to set an example for her team in the following story.

Bob Peters was proud of his mother, Sylvia. Her sales company just promoted her to regional product manager from district supervisor. She was definitely good at what she did.

Because Bob was studying leadership in JROTC, he wanted to analyze the reasons for his mother's success. So, one day while he waited at her office after school, he had an opportunity to talk with members of her sales team.

Mike, who had worked for Sylvia for two years, said that she was really an inspiration to the team. "Selling a product can be tough, but Sylvia guides us in a way that makes the job easier. She sets realistic goals and gives us our own territories. But, the main reason that we respect her so much is because she does so much more than just plan and organize. She's right there beside us selling, too. And, if we run into a problem with a client, we know that we can go to her for advice.

Key Note Term

censure – an opinion or judgment that criticizes or condemns sternly.

“I guess that you could say your mom is a great salesperson who’s really committed to the success of the company. That shows in what she does and in the way she does it. She is a good role model for our sales team.”

Know Your Personnel and Look Out for Their Welfare

Leaders must know and understand the members of their unit. It is not enough just to know a team member’s name. As a leader, you need to understand them as individuals — their interests, values, and attitudes. In short, you must know why they act the way they do. Commit time and effort to listen to and learn about them. Try to observe, become personally acquainted with, and recognize them as individuals with different backgrounds and different personalities. To be successful in this principle, you must have knowledge of individual and group behavior — without this knowledge, you cannot understand the “why” of your follower’s actions.

The behavior of team members is often driven by their desire to satisfy certain physical and safety needs. Whether or not they put their best effort in the performance of their duty and achieving the unit’s goal depends on the satisfaction of those needs. By showing that you care, you can earn their trust and respect. If they trust you, they will willingly work to help you accomplish the mission.

Use the following techniques to improve your application of this principle:

- **See and be seen; be available; be friendly and approachable.**
- **Develop a knowledge and understanding of your followers.**
- **Concern yourself with what makes your teammates “tick.”**
- **Help your personnel out when they ask for or are in need of it.**
- **Administer discipline timely, fairly, and impartially; ensure fair and equitable distribution of awards.**
- **Encourage individual development.**
- **Share hardships to better understand your followers’ behaviors and reactions.**

Read the following story and identify the actions that John took to apply this principle.

Summer was approaching and John’s goal was to work and make money during the three-month break. He wanted to save his money for a CD player. His friends in the neighborhood also wanted to earn some money. One day, four of them got together and came up with an idea. They would offer a lawn maintenance and pool cleaning service to several neighborhoods for the summer. John was appointed manager of the business because he was the one who had the van to haul the equipment.

John thought about what was motivating his three friends to work. He also considered what they could each contribute to the business. Derek, whose father was recently laid off, needed to help his family. Derek had a lawn mower and could cut the grass. Jim didn’t really need the money, but wanted to have a productive summer. He had an electric hedge clipper and could trim bushes. Matt was working to save his money for college. With a pool at home, it was obvious

that he would be responsible for cleaning the pools. John also had a lawnmower and could help Derek.

All four boys worked at getting customers. As manager, John did the scheduling and supervised loading the equipment into his van. He was also responsible for bringing a first aid kit and a large jug of water.

Business was off to a great start. Before long, one month had passed and the boys were working hard and making money. John began to notice that every so often Jim would call the night before and say that he could not work the next day. John took it in stride for a while. Because John knew that Derek really needed the money, John asked him if he would also trim the bushes. Derek did not object. He was glad to have the opportunity to earn the extra money and did not mind taking over Jim's work when asked to do so.

After Jim missed three days in one week, John decided to speak to him. "I know that you're not in this for the money, but this is a business and we all depend on each other," John explained. Jim apologized, saying that he just wanted to have some time to enjoy the summer. The two of them talked until they came to an agreement. Jim would work four days a week, allowing Derek to substitute for him for one day. Jim was happy with his day off, Derek was happy to earn a little extra money, and John was pleased that he could help meet the needs of his friends and still keep the business going.

Keep Your Followers Informed

We live in a society where mass media constantly keeps us informed of what goes on around us. We are taught in school to look for the logic in things, to think for ourselves, and to question things which do not make sense to us. It is only natural that followers look for logic in the orders of a leader. They expect their leaders to keep them informed and, whenever possible, to explain the reasons behind each requirement.

People do their best when they know why they are doing something. Keeping followers informed not only helps them to execute orders, it encourages initiative, improves teamwork, and enhances morale. Although it is natural for people to fear the unknown, keeping them informed also reduces fear and rumors.

Techniques to apply this principle are as follows:

- **Use the chain of command.**
- **When explaining why tasks must be done, inform team members of your intent.**
- **Be alert to detect the spread of rumors.**
- **Build morale by informing team members of their successes; be quick to recognize their accomplishments.**
- **Let team members know that you will accept honest errors without **recrimination**; be prompt and fair in backing them.**
- **Keep your team informed about current rules and regulations.**
- **Give advice and assistance freely when your followers request it.**

Key Note Term

recrimination – A retaliatory accusation.

Develop a Sense of Responsibility in Your Followers

The members of your team will feel a sense of pride and responsibility when they successfully accomplish a new task you have given them. When you delegate responsibility to followers, you are indicating that you trust them. This trust that you place in them will make them want even more responsibility.

As a leader, you are a teacher and are responsible for developing your followers. Help them meet their potential by giving challenges and opportunities that you feel they can handle. Give them more responsibility when they show that they are ready. Encourage them to take the initiative and work toward completing a task. Some techniques for applying this principle are:

- **When explaining why tasks must be done, tell your team members what to do, not how to do it — hold them responsible for results.**
- **Assign your team members to positions commensurate with their demonstrated or potential ability; give them frequent opportunities to perform duties at a higher level.**
- **Insist that your personnel live by the standard to accept responsibility willingly.**

Ensure Each Task is Understood, Supervised, and Accomplished

Your followers must understand what you expect from them. They need to know what you want done, what the standard is, and when you want it done. If you have a specific way you want a task accomplished, they need to know what it is.

Supervising lets you know if your followers understood your orders, and it shows your interest in them and in the accomplishment of the task; however, you should not oversupervise (which can cause resentment) or undersupervise (which can cause frustration).

When followers are learning new tasks, tell them what you want done, show them how you want it done, then let them try it. Watch their performance and be available to answer questions. Accept performance that meets your standards; reward performance that exceeds your standards; correct performance that does not meet your standards.

Determine the cause of the poor performance and take appropriate action. By holding subordinates accountable for their performance, they realize they are responsible for accomplishing tasks as individuals and as teams.

Apply this principle using these techniques:

- **Ensure the need for an order exists.**
- **Again, use the chain of command.**
- **Through study and practice, develop the ability to think and communicate clearly, and to issue clear, concise, and positive orders.**

- **Encourage followers to seek immediate clarification of any misunderstanding as to the task you want them to accomplish; question them to determine if there is any doubt or misunderstanding.**
- **Correct errors in such a way as to encourage your followers; avoid public criticism.**
- **Exercise care and thought in the supervision of your orders.**

Build a Team

Leaders must have well-trained team members if they are to accomplish any project or mission. A leader must develop a team spirit that motivates members to work confidently.

Because task accomplishment is based on teamwork, it is evident that the better the teamwork, the better the team will perform the task. In addition, members of a group will perform better if they have a sense of belonging and team spirit. Team spirit is a two-way street — the group as a whole gives its members a feeling of accomplishment, security, and recognition; then, each team member gives his or her best back to the team. Teamwork starts in the smallest unit and carries through to the largest organization. All team members must understand that their contribution to the unit is important and recognized.

Your teammates need confidence in your abilities to lead them and in their abilities to perform as members of the team. Your group becomes a team only when the members can trust and respect you and each other as trained professionals, and can see how their contributions to the team's goals are important.

Techniques to apply this principle are as follows:

- **Ensure that all training is meaningful and its purpose is clear to all members of the team.**
- **Develop mutual trust and understanding.**
- **Develop subordinate leaders; ensure they know and understand their personnel.**
- **Explain to all members their responsibilities and the importance of their role in the effectiveness of the team.**

Employ Your Team in Accordance with Its Capabilities

Your group has capabilities and limitations. Know them. Your team members will get satisfaction from performing tasks that are reasonable and challenging, but they will become dissatisfied if you give them tasks that are too easy or too difficult to accomplish. You must use sound judgment when employing the team because each time it fails, it causes the members to lose confidence in their abilities and in your competence as their leader. In time, this lowers morale, esprit de corps, discipline, and proficiency.

Here are some techniques for applying this principle:

- **Analyze all tasks that your supervisor assigns to you. If the means at your disposal are inadequate, inform your supervisor and request the necessary support. However, use the full capabilities of your team before requesting assistance.**
- **Keep yourself informed as to the effectiveness of your team.**
- **Ensure that the tasks you assign to subordinates are reasonable.**
- **Assign tasks fairly among the members of the group.**
- **Make decisions based on sound leadership principles.**

Use these 11 principles of leadership whenever you are put in charge of a group situation. They will help you to accomplish tasks and to care for your team. Think of them as a guide for leadership action.

The Be, Know, Do Attributes

For leadership to be effective, all leaders must learn, understand, and apply sound techniques. Among these techniques, leaders must have a thorough understanding of how to apply the *BE, KNOW, DO* attributes to real-life situations. Regardless of the circumstances of the situation, leaders must concentrate on what they *are* (their beliefs and character), what they *know* (human nature and their job), and what they *do* (provide purpose, direction, and motivation).

At this early stage in your leadership development, the intention is to introduce the *BE, KNOW, DO* attributes and show how they interrelate to other leadership techniques. This information will help to clarify these relationships.

Complete mastery of your leadership skills will not come naturally. Instead, you must acquire them through study and application. The key is to understand how the various leadership fundamentals can work best for you; therefore, use the *BE, KNOW, DO* attributes to the degree with which you feel most comfortable when developing a leadership style that best suits your beliefs, character, and abilities.

What a Leader Must Be

You must be a person of strong character committed to professional moral standards. You must set the correct example of individual values and be able to resolve complex problems. You must understand that you are transmitting your beliefs and values to your followers by the behavior you display. You inform them of the norms and behavior that you will accept from them by your personal conduct and behavior. Leadership traits are shown in Table 1.4.1.

Table 1.4.1: BE Leadership Traits

As a Leader, You Must	Examples
<i>BE</i> a person of strong and honorable character	Compassion, Consistency, Determination, Flexibility, Initiative*, Role Modeling, Self-Discipline
<i>BE</i> an example of individual <i>values</i> and committed to professional moral standards	Honor, Integrity *, Courage *, Loyalty *, Respect, Selfless Service, Duty
<i>BE</i> able to resolve complex problems.	Interpret the situation, Analyze all factors/forces that apply, Choose the best course of action

In addition to the leadership traits shown by an asterisk in Table 1.4.1, other *BE* traits include:

- **Bearing**
- **Dependability**
- **Endurance**
- **Enthusiasm**

Several examples of the leadership principles that reflect “what a leader must *BE*” are:

- **Seeking responsibility and take responsibility for your actions.**
- **Setting the example.**

What a Leader Must Know

Leaders must learn before they can lead. You need to know (understand) standards, yourself, your job, and your unit to be an effective leader. Knowledge is far more important than memorization; it is understanding. Your subordinates expect you to be the most knowledgeable person in the unit. You, as a leader, owe it to your followers to meet these expectations.

Examples of leadership traits that a leader must *KNOW* are:

- **Judgment**
- **Knowledge**

- Tact
- Unselfishness (Selflessness)

Examples of leadership principles that reflect “what a leader must *KNOW*” are:

Know yourself and seek self-improvement.

Be technically proficient.

Know your personnel and look out for their welfare.

Table 1.4.2 shows you what a leader must *KNOW* to be successful.

Table 1.4.2: KNOW Leadership Traits	
As a Leader, You Must:	Examples
<i>KNOW</i> the four factors of leadership and how they affect each other.	The Leader, The Follower, The Situation, The Communication
<i>KNOW</i> yourself.	Personality and performance, Strengths and weaknesses, Knowledge, skills, and attitudes
<i>KNOW</i> human nature.	Potential for good and bad behavior, How depression and sadness contribute to fear and panic, and how fear affects performance
<i>KNOW</i> your job.	Plan and communicate effectively, Supervise and counsel, Display competence, Develop subordinates, Make good, sound, and timely decisions, Use available resources
<i>KNOW</i> your unit.	Know how to develop individual and team skills, cohesion, and discipline.

What A Leader Must Do

Action is the key. You can be all that a leader is supposed to be and know everything there is to know about being a leader, but unless you do those things that a leader must do, you are doomed to failure. Ultimately, it is what a leader does that is most important. A leader must provide:

- **Purpose.** You must explain the “why” in communicating your intent so that your followers clearly understand the desired outcome.
- **Direction.** You must listen to your superior, then support him or her by providing assistance in keeping the task on track and providing guidance and supervision to your team members.
- **Motivation.** Motivation is the cause of action, the required incentive; it is what gives you and your followers the will to accomplish the mission.

Examples of leadership traits that a leader must *DO* are:

- **Decisiveness**
- **Justice**

Examples of leadership principles that reflect “what a leader must *DO*” are:

- **Make sound and timely decisions.**
- **Keep your followers informed.**
- **Develop a sense of responsibility in your followers.**
- **Ensure each task is understood, supervised, and accomplished.**
- **Build a team.**
- **Employ your team in accordance with its capabilities.**

Table 1.4.3 shows what a leader must *DO* to be successful.

As a Leader, You Must:	Examples
<i>DO</i> (PROVIDE) purpose.	Explain the “why” of missions, Clearly communicate your intent
<i>DO</i> (PROVIDE) direction.	Plan, Maintain standards, Set goals, Make decisions and solve problems, Supervise, evaluate, and counsel, Build (train and develop) teams
<i>DO</i> (PROVIDE) motivation.	Take care of followers, Be fair and consistent in your standards, Develop cohesive teams, Make training meaningful, Reward performance that exceeds standards, Correct performance that does not meet standards

Conclusion

The education of a leader is continuous, building on past experiences and training. The traits and principles of leadership as well as the *BE, KNOW, DO* attributes provide a framework for the development and self-evaluation of a leader. Use them in conjunction with other leadership techniques to assess yourself and to develop a plan of action to add to your leadership skills and abilities.

Lesson Review

1. Why is it important for a leader to perform a self-evaluation?
2. Choose one technique you can use to develop sound decision-making, and explain it.
3. In what ways can you keep your followers informed?
4. Compare and contrast each element of the *BE, KNOW, DO* concept.

Lesson 5

Sexual Harassment/ Assault



Key Terms

date rape
perpetrator
sexism
sexual harassment
vulnerable

What You Will Learn to Do

- Take action to prevent and/or stop sexual harassment and assault

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Determine the potential consequences of sexual harassment/assault for the individuals involved
- Assess the role of individual point of view in determining what sexual harassment is
- Locate resources for assisting victims of sexual harassment or assault
- Define key words contained in this lesson

Chapter 1

Key Note Term

sexual harassment – The making of unwanted and offensive sexual advances or of sexually offensive remarks or acts.

Introduction

Peer **sexual harassment** is a problem for both girls and boys, and the effects from this experience can affect student's lives negatively well past their high school days. School performance can suffer as students can exhibit absenteeism, a decrease in the quality of schoolwork, skipped or dropped classes, lower grades, loss of friends, tardiness, and truancy. These symptoms can ruin chances for college admission or merit scholarships, and can lead to fewer career choices and lost opportunities for a bright future.

Physical symptoms of sexual harassment include sleep disturbance and appetite changes. Students feel angry, upset, and threatened by sexual harassment, all of which contributes to lowered self-esteem and confidence.

Effects of Sexual Harassment

Some types of sexual harassment that are happening in schools across the nation include:

- **Inappropriate comments, jokes, gestures, or looks**
- **Sexual pictures, photographs, illustrations, messages, or notes**
- **Sexual messages/graffiti about someone on bathroom walls, in locker rooms, and so on**
- **Sexual rumors about someone**
- **Calling students gay or lesbian**
- **Spying on students in dressing rooms or showers**
- **Flashing or “mooning” others**
- **Touching, grabbing, or pinching others in a sexual way**
- **Pulling at clothing in a sexual way**
- **Intentionally brushing against someone in an inappropriate way**
- **Pulling someone's clothing off or down**
- **Blocking someone's way or cornering him or her in a sexual way**
- **Forcing someone to kiss you**
- **Forcing someone to do something sexual, other than kissing**

Key Note Term

vulnerable – capable of being wounded or injured; susceptible to being hurt.

Many students have reported sexual harassment as the norm in their school. Aside from inappropriate language, rumors, and inappropriate touching, sexual assaults and rapes have also been reported on some school campuses and in school buildings. When this happens, everyone is a victim. Students begin to see school as an intimidating, hostile, and unsafe place. They feel **vulnerable** and may even alter their own behaviors in attempt to decrease that sense of vulnerability.

Most of the literature on sexual harassment indicates that over 90 percent of the time males are the **perpetrators** of sexual harassment against females. Recent studies, however, have documented a high level of sexual harassment is experienced by boys as well as girls.

Sexual harassment is a specific type of sex discrimination that has been defined by the courts over the past 30 years. Schools are required to maintain a grievance procedure that allows for prompt and equitable resolution of all sex discrimination, including sexual harassment. The procedures must clearly prohibit sexual harassment of students by faculty and staff. It must also prohibit harassment of students by students.

Hostile Hallways Statistics

One sexual harassment study, called Hostile Hallways, documented that the majority of sexual harassment that occurs in American high schools is between peers. Eighty-seven percent of the girls and 71 percent of the boys reported being sexually harassed by a current or former student at school. Adult school employees reportedly had targeted one in four girls and one in ten boys.

In this study, 66 percent of all boys and 52 percent of all girls surveyed admitted they had sexually harassed someone in the school setting. Of the 59 percent of students who said they had sexually harassed someone in the school setting, 94 percent claimed they themselves had been harassed.

Important descriptive information regarding sexual harassment became clear throughout the Hostile Hallways study. It identified who was being sexually harassed, when they were being harassed, and where. Students were asked why they engaged in sexual harassment and which of the following six reasons applied to their behavior:

- **It's just a part of school life/a lot of people do it/it's no big deal.**
- **I thought the person liked it.**
- **I wanted a date with the person.**
- **My friends encouraged/pushed me into doing it.**
- **I wanted something from that person.**
- **I wanted the person to think I had some sort of power over them.**

Peer sexual harassment in high schools has only recently been the focus of sexual harassment researchers and to date has resulted in limited documentation. However, it is important to understand that what is perfectly clear so far is that *all* students are affected by these behaviors.

Clearly, sexual harassment is wrong and YOU are responsible to help create and foster a positive school climate that does not tolerate behaviors associated with discrimination and sexual harassment.

You can refer back to the *BE, KNOW, DO* attributes model, profiled in the previous lesson. Sexual harassment behaviors are not part of who you want to *BE*. You

Key Note Term

perpetrator – one who carries out a crime or a deception.

KNOW what sexual harassment is and why it is harmful. When you see it happening to others, or when you experience it yourself, take action and *DO* something about it. Tell a teacher, a counselor, your parents, or a police officer immediately.

The best way you can help in creating a safe school environment is to believe in and act according to the lessons discussed in the Leading From The Inside Out lesson, and live to the values of Loyalty, Duty, Respect, Selfless service, Honor, Integrity, and Personal Courage, profiled in Chapter 1, Lesson 3.

Sexual Harassment and Assault

Your sexuality is a private matter for you to express when, where, and to whom you choose. Sexual abuse occurs when someone violates that privacy or tried to interfere with our take away your choices. It can range from an offensive sexual comment or display, to spousal abuse and rape. This section describes the different types of sexual abuse and presents strategies for coping and prevention.

Sexual Harassment

Sexual harassment covers a wide range of behavior. This has been divided into two types:

- **Quid pro quo harassment.** This refers to a request for some kind of sexual favor or activity in exchange for something else. It is a kind of bribe or threat, such as “If you don’t do X for me, I will fail you/fire you/make your life miserable.”
- **Hostile environment harassment.** This indicates any situation where sexually charged remarks, behavior, or displayed items cause discomfort. Harassment of this type ranges from lewd conversation or jokes to display of pornography.

Both men and women can be victims of sexual harassment, although the more common situation involves a woman subjected to harassment by a man. Unfortunately, even as women continue to gain equality, **sexism** remains alive. Sexist attitudes can create an environment where men feel they have the right to use words, ideas, and attitudes that degrade women. Even though physical violence is not involved, the fear and mention of trauma that such harassment can cause are extremely hurtful.

How To Cope

Sexual harassment can be difficult to identify and monitor because what offends one person may seem acceptable to another. If you feel degraded by anything that goes on at school or work, address the person you believe is harassing you. If that make you uncomfortable, speak to another authority. Try to avoid assumptions—perhaps the person simply has no idea that his or her behavior could be perceived as offensive. On the other hand, the person may have dishonorable intentions towards you. Either way, you are entitled to request that the person put an end to what has offended you.

Key Note Term

sexism – behavior or attitudes, especially against women, that promote gender-based stereotypes or that discriminate based on gender.

Rape and Date Rape

Any sexual act by a person against another person's will is defined as rape. Rape is primarily a violent act, not a sexual one. It is an expression of power and control. Rape statistics include:

- **An estimated 868 rapes or attempted rapes are committed every day. This means 36 per hour, or one rape or attempted rape every 1.6 minutes.**
- **Nearly three-quarters of rape and sexual assault survivors know their attackers.**
- **It is estimated that 68 percent of rape survivors do not report the crime to the police. The most common reason given for not reporting is that the attack was a "personal matter."**
- **More than half of rape or sexual assault incidents are reported to have occurred either within one mile of the victim's home or at the home.**

Rape is a problem on many campuses, especially acquaintance rape. This is also called **date rape**. Any sexual activity during a date that is against one partner's will constitutes date rape, including situations where one partner is too drunk or drugged to give consent. Most date rape victims do not report the incidents. Victims may believe that they can't prove it, that they might have asked for it, that she should be ashamed if drugs or alcohol were involved, or that their assailants may seek revenge if accused.

Beyond the physical harm, rape has serious effects on mental health. Campus Advocates for Rape Education (C.A.R.E.), an organization at Wheaton College in Massachusetts, described the specific harms of date rape. "One's trust in friend, date, or acquaintance is also violated. As a result, a victim's fear, self-blame, guilt, and shame are magnified because the assailant is known." Approximately 31 percent of all rape victims develop rape-related post-traumatic stress disorder.

Staying Safe

No matter how safe you feel in any situation, you can never be too sure. Take steps to prevent incidents, sexual or otherwise from occurring. These steps can include:

- **Avoid situations that present clear dangers. Don't walk or exercise alone at night or in unsafe areas, and always travel with at least one other person. Don't work or study alone in a building. If someone looks suspicious to you, contact security or someone else who can help you.**
- **Avoid the use of drugs or alcohol. Anything that reduces or obliterates your judgment will make you more vulnerable to any kind of assault.**
- **Watch your belongings. Keep your keys with you at all times, but don't attach them to anything that could identify them as yours, such as ID, credit cards, and so on. Carry bags or backpacks close to your body. If someone tries to grab your purse or bag, let it go rather than risk injury.**

Key Note Term

date rape – sexual assault perpetrated by the victim's escort during an arranged social encounter.

- **Avoid people who make you feel uneasy.** If there is a fellow student or coworker who puts you on your guard, avoid situations in which you need to spend time alone with them. Speak to an instructor or supervisor if you feel threatened.
- **Communicate.** Be clear about what you want from people with whom you associate either personally or professionally. Don't assume that others want what you want, or even know what you want. If you have a request, make it respectful and invite a response.

Conclusion

Sexual harassment is never appropriate in any setting, whether it's at school or in another setting. The sexual harassment of another person is demeaning, cruel, demoralizing, and humiliating as well as illegal. It shows a lack of respect for another human being, and should never be tolerated. If you or someone you know is experiencing sexual harassment, tell someone as soon as possible.

Lesson Review

1. Define the term "sexual harassment."
2. List four types of sexual harassment.
3. What are three symptoms that might be exhibited by someone experiencing sexual harassment?
4. If you or a friend were being sexually harassed, who would you talk to about it?

Leadership Skills

Chapter 2

Chapter 2

Lesson 1

Steps from the Past



Key Terms

discipline
drill
maneuver
precision
unison

What You Will Learn to Do

- Explain the importance of drill in military discipline

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

Skills and Knowledge You Will Gain Along the Way

- Describe the origin of drill dating back to the Continental Army of the United States
- Identify five purposes of drill in times of war and peace
- Compare the qualities of discipline instilled in the Continental Army to what military drill develops today
- Define key words contained in this lesson

Introduction

This lesson introduces you to the importance of **drill** and ceremonies, their history and purpose. The **precision** and timing of drill promotes skill, teamwork, and **discipline**. In later lessons, you will understand the roles of leaders and followers in drill, and practice individual drill movements.

The History of Drills

In 1775, when this country was striving for independence and existence, the nation's leaders were confronted with the problem of not only establishing a government, but also organizing an army that was already engaged in war. From the "shot heard around the world" on 19 April 1775, until Valley Forge in 1778, revolutionary forces were little more than a group of civilians fighting Indian-style against well-trained, highly disciplined British forces.

For three years, General Washington's troops endured many hardships — lack of funds, rations, clothing, and equipment. Additionally, they suffered loss after loss to the superior British troops. These hardships and losses mostly stemmed from the lack of a military atmosphere in this country.

Recognizing the crisis, General Washington (through Benjamin Franklin, the American Ambassador to France) enlisted the aid of a Prussian officer, Baron Friedrich von Steuben. Upon his arrival at Valley Forge on 23 February 1778, Baron von Steuben, a former staff officer with Frederick the Great, met an army of several thousand half-starved, wretched men in rags. His first comment was, "No European army could be kept together in such a state." To correct these conditions, he set to work immediately, writing drill movements and regulations at night and teaching a model company of 120 men during the day.

Discipline became a part of military life for these selected individuals, and they learned to respond to commands without hesitation. This new discipline instilled in these soldiers a sense of alertness, urgency, and attention to detail. Confidence in themselves and in their weapons grew as each man perfected the movements. As they mastered the art of drill, they began to work as a team, and they developed a sense of pride in their unit.

Observers were amazed to see how quickly and orderly von Steuben could form and **maneuver** the troops into different battle formations. Officers observed that organization, chain of command, and control were improved as each man had a specific place and task within the formation.

Later, General Washington dispersed the members of the model company throughout the Army to teach drill. From this drill instruction, they improved the overall effectiveness and efficiency of the Army.

To ensure this uniformity and overall effectiveness continued, von Steuben wrote the first field manual for the U.S. Army in 1779, "The Regulations for the

Key Note Terms

drill – the execution of certain movements by which individuals or units are moved in a uniform manner from one formation to another, or from one place to another. Movements are executed in unison and with precision.

precision – Being precise, accurate, or exact.

discipline – orderly, obedient, or restrained conduct.

Key Note Term

maneuver – to perform a movement in military tactics (or in drill) normally to secure an advantage.

Order and Discipline of the Troops of the United States” (commonly referred to as the “Blue Book”). The Army did not change the drill procedures initiated at Valley Forge for 85 years, until the American Civil War. In fact, many of those original drill terms and procedures still remain in effect today.

Purposes and Objectives of Drill

Key Note Term

unison – in complete or perfect agreement; at the same time.

Throughout history, armies have practiced drill. In times of war, leaders used drill to move troops and equipment quickly from one location to another in an orderly manner. Drills also show how many can move as one in a flawlessly-timed effort. These **unison** movements are still important on the battlefield where mistakes can cost lives. In peacetime, drill provides a means of enhancing morale, developing a spirit of cohesion, and presenting traditional and well-executed ceremonies.

When individuals react to commands rather than thought, the result is more than just a good-looking ceremony or parade — it is discipline. Drill has been and will continue to be the backbone of military discipline. In addition to discipline, military drill teaches and develops:

- **self-confidence**
- **personal pride**
- **esprit de corps**
- **teamwork**
- **attention to detail**
- **unit pride**

Conclusion

Through hard work and discipline, you can learn and develop the leadership skills and abilities necessary to become an effective leader in drill as well as in many other situations. An individual with pride and discipline will respond on command to produce the finest drill maneuvers in all of JROTC. Make your first step a good one and follow it through with others of which you can be equally proud of yourself and of your achievements.

Lesson Review

1. What was the name of the first field manual?
2. List three advantages to learning and participating in drills.
3. What are the purposes of drills?
4. Define the term “unison.”

Chapter 2

Lesson 2

Roles of Leaders and Followers in Drill



Key Terms

cadence
column
command of execution
inflection
interval
preparatory command
rhythmic
selfless
snap
supplementary command
tone

What You Will Learn to Do

- Demonstrate effectual command voice in drill

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the responsibilities of a follower and leader in drill
- Identify the types of drill commands
- Describe the elements of a proper command voice
- Define key words contained in this lesson

Introduction

This lesson introduces you to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It also prepares you for the practical application of drill by explaining the responsibilities of a small unit (team or squad) drill leader.

One of the fundamental purposes of *Leadership Lab* is to reinforce and let you practice the leadership style and skills that you are trying to develop. In *Leadership Lab*, you will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in your unit, and the chain of command.

The remainder of this unit is an explanation and practical application of drill — designed to strengthen your character, knowledge, and skills as an Army JROTC cadet. Drill and the application of basic leadership techniques will help you to develop in these areas.

Responsibilities of a Follower

The role you play and your responsibilities as a follower in drill are of great importance to the unit. By your obedience to unit leaders, your appearance, and your willingness to contribute to the unit's mission, you are showing the team spirit of a follower, helping to make the unit what it is, and contributing to its success.

As a follower, you share the same responsibilities of your leaders to uphold the basic values of loyalty to your unit, personal responsibility, and **selfless** service. It is your duty to complete your job to the best of your ability and to put the needs and goals of the unit before your own.

Responsibilities of a Leader

In your role of a leader, your responsibilities include setting a good example, knowing your job, and being concerned about the welfare of your followers. You must also show your obedience to your leaders and, at the same time, demonstrate the initiative of a follower. Finally, you must show ability and willingness to contribute to the success of your unit's missions.

You must show your leaders and followers that you uphold the same basic values of unit loyalty, personal responsibility, and selfless service. If you rise to the challenge of these responsibilities, you can make your followers feel confident in you, in themselves, and in the unit.

Key Note Term

selfless – having no concern for self; unselfish

Commands and the Command Voice

The responsibilities of a leader include the proper use of command voice. When leaders give commands properly and with a good command voice, they help ensure that subordinates carry out their orders immediately and correctly.

How often have you heard a command given that demands immediate action? Your Mom or Dad may have given you that command about something as simple as mowing the lawn or cleaning up your room. Their authority came through loud and clear; the voice said, “Do what I say, NOW!”

The same thing happens in *Leadership Lab* except the commands come from drill leaders. If you are a leader, learn to give commands so that your followers clearly understand you and respond with immediate action.

Commands

A drill command is an oral order of a commander or leader. The precision with which personnel execute a movement is affected by the manner in which the commander or leader gives the command. Most drills have two parts: the **preparatory command** and the **command of execution**. Neither part is a command by itself.

The preparatory command states the movement that the leader wants subordinates to perform and it mentally prepares them for its execution. The command of execution signals when subordinates are to execute the movement. For example, in the command “*forward, march*,” “*forward*” is the preparatory command and “*march*” is the command of execution.

Note

The command “ready, aim, fire” is an example of a two-part command that contains two preparatory commands.

After leaders give a preparatory command, they may command “*as you were*” to revoke that command. However, after they give the command of execution, any revocation is improper, and personnel should execute the movement in the best possible manner.

Some commands require the use of a **supplementary command** to reinforce other commands and to ensure proper understanding and execution of a movement. Supplementary commands, given by subordinate leaders, may be a preparatory command, a part of a preparatory command, or a two-part command. These commands extend to the lowest subordinate leader who has control over another element of the command within the same formation. The leader giving the initial preparatory command must allow sufficient time for subordinate leaders to give the supplementary commands before giving the command of execution.

Key Note Terms

preparatory command – the part of a drill command that states the movement to be carried out and mentally prepares personnel for its execution.

command of execution – the part of a drill command that tells when the movement is to be executed (carried out).

Key Note Term

supplementary command – an oral order given by a subordinate leader that reinforces and complements a higher order to ensure proper understanding and execution of a movement.

Use the following basic rules to help you when giving commands. These rules and accompanying examples may seem difficult now to understand, but they show the complexity of commands in drill.

- Give all commands from the position of attention.
- While at the halt, face the unit when giving commands.
- For marching commands, move simultaneously with the unit to maintain correct position.
- When marching, give commands in the direction of the troops.

Subordinate leaders normally give supplementary commands over their right shoulder; however, you will learn several exceptions to this rule in later drill instruction.

- If a company is in formation, platoon leaders give supplementary commands following all preparatory commands of the commander. For example, when the preparatory command is “*company*,” platoon leaders immediately come to attention and command “*platoon*.” The company commander then commands “*attention*.” Squad leaders do not participate in these commands. Also, if the company commander gives the preparatory command “*parade*,” platoon leaders repeat it, but the squad leaders do not. The company commander then gives the command of execution “*rest*.”
- To change the direction of a unit when marching, leaders give the preparatory command and the command of execution for each movement so they begin and end on the same foot in the direction of the turn. For example, give the preparatory command “*column right*” and the command of execution “*march*” as the right foot strikes the ground. The **interval** between the preparatory command and command of execution is normally one count or one step.
- When a command requires the execution of a movement different from the other elements within the same formation, or at a different time, subordinate leaders give their supplementary commands at the time set by the procedures covering the movement. For example, your platoon is in a **column** formation. After the platoon leader commands “*column of twos from the left*,” the first and second squad leaders command “*forward*” and the third and fourth squad leaders command “*stand fast*.” On the command of execution “*march*,” the first and second squads execute the movement. At the appropriate time, the third squad leader commands, “*column half left, march*” for both the third and the fourth squads.
- The only commands that use unit designations such as company or platoon are “*attention*” and “*halt*.”
- Combined commands, such as “*fall in*,” “*fall out*,” “*rest*,” and “*at ease*” combine preparatory and execution commands, and do not require a supplementary command. Leaders give these commands with **inflection** and at a uniformly high pitch and loudness comparable to that of a normal command of execution.

Directives

In contrast to commands, directives are oral orders given by commanders to direct or cause subordinate leaders or a lead element to take action. Commanders give directives rather than commands when it is more appropriate for subordinate

Key Note Terms

interval – the lateral space between personnel in a formation, measured from right to left with close, double, or normal spacing.

column – a formation in which people or elements are arranged one behind the other.

inflection – the rise and fall in the pitch and the tone changes of the voice.

elements to execute a movement or to perform a task as independent elements of the same formation.

Commanders give directives in sentence form, normally prefixed by the phrases: “*have your units*” or “*bring your units.*” For example, “*have your units open ranks and stack arms*” or “*bring your units to present arms.*” “*Take charge of your units*” is the only directive on which a commander relinquishes a command and salutes are exchanged.

Command Voice

A properly given command should be understood by everyone in the unit. Correct commands have three important elements: **tone**, **cadence**, and **snap**, and they demand a willing, accurate, and immediate response by everyone in the unit.

The Proper Tone of Command Voice

The way you deliver commands has a direct bearing on how those commands are understood and carried out. One way to help your unit be the best is to learn to control the tone of your voice. This section shows you how, with a little practice, you can give the best commands possible.

Voice Control Loudness is the key factor in tone control. The command must be loud enough so that subordinates can hear it and there is no doubt as to the action that the leader requires. To do this, you must project your voice without raising your hand to your mouth.

In most cases, the leader stands at the front and center of the unit. He or she then speaks while facing the unit so that his or her voice reaches everyone. The command voice should come from the diaphragm — the large muscle that separates the chest cavity from the abdominal cavity. The throat, mouth, and nose act as amplifiers to give fullness and to project the voice.

It is necessary for the voice to have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled sounds instead of clear commands. You can achieve good voice control through good posture, proper breathing, correct adjustment of throat and mouth muscles, and confidence. The best posture for giving commands is the position of attention.

Distinctiveness Distinctiveness depends on the correct use of the tongue, lips, and teeth to form the separate sounds of a word or group of sounds into syllables. Distinct commands are effective; indistinct commands cause confusion. Leaders can pronounce all commands correctly without loss of effect if they speak their words correctly. To develop the ability to give clear, distinct commands, practice them slowly and carefully, prolonging the syllables; then, gradually increase the rate of delivery to develop proper cadence, but still pronounce each syllable distinctly.

Key Note Terms

tone – a sound of distinct pitch, loudness, vibration, quality, or duration; the particular or relative pitch of a word or phrase.

cadence – the uniform rhythm in which a movement is executed, or the number of steps or counts per minute at which a movement is executed.

snap – an immediate, sharp, precise response to a drill command.

Inflection Inflection is the rise and fall in pitch and the tone changes of the voice. Pronounce each preparatory command with a rising inflection. As shown on the preceding page, the most desirable pitch when beginning a preparatory command is near the level of the natural speaking voice.

A common fault with beginners is to start the preparatory command in a pitch so high that, after employing a rising inflection, it is impossible to give the command of execution with clarity or without strain. When giving the command of execution, use a sharper tone and a slightly higher pitch than the last syllable of the preparatory command. Remember, the best way to develop a command voice is to practice.

In combined commands such as “*fall in*” or “*fall out*,” give them without inflection and with the uniform high pitch and loudness of a normal command of execution.

Note

Distinct commands inspire cadets; unclear commands confuse them.

The Proper Cadence of Command Voice When giving commands, cadence is the uniform and **rhythmic** flow of words. Intervals between the words make the preparatory command understandable and signal when to expect the command of execution. These intervals also allow time for subordinate leaders to give any supplementary commands.

When supplementary commands are necessary, the commander or leader should allow one count between the preparatory command and the supplementary command. The leader should also leave a count between the supplementary command and the command of execution.

The Snap of Command Voice and Movement After the leader gives a command, there is a brief time between the end of the command of execution and the time when subordinates actually execute the move. The inflection of the command voice at the end of the command of execution should draw an immediate, sharp, and precise movement (or snap) to this command. If done properly, everyone in the unit moves at the same time — creating an impressive, well-drilled, and uniform appearance. Remember, effective leaders depend on the command voice to show confidence in their ability to command.

Conclusion

Proper execution of commands and command voice takes practice. But, when leaders know their responsibilities and prepare for drill, they will discover that being a drill leader is a lot easier.

Key Note Term

rhythmic – a regular or orderly repetition of sounds or movements; steady; recurring with measured regularity

Lesson Review

1. Explain how selfless service benefits your unit.
2. Compare the preparatory command and the command of execution. Give two examples.
3. What is the difference between a directive and a command?
4. Compare and contrast tone, cadence, and snap.

Lesson 3

Using Your Leadership Skills/Taking Charge



Key Terms

command of execution
command voice
preparation
procedure

What You Will Learn to Do

- Analyze personal strengths and weaknesses as a drill leader

Linked Core Objectives

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the preparation of a drill leader before a drill
- Describe the procedure a drill leader takes to teach a drill
- Identify five characteristics of a capable drill leader
- Define key words contained in this lesson

Chapter 2

Introduction

This lesson introduces you to how leaders use their leadership skills to prepare themselves for taking charge during drills.

Learning to Lead

For leaders to command respect and obedience from their subordinates, they must be prepared to lead and ready for any situation. Their attitude and appearance must set a good example for others to follow.

Taking charge is not as easy as it sounds. It is not just having a neat and correct appearance, knowing drill commands, or using proper **command voice**; it is being a good follower, a good leader, and knowing how and when to use proven leadership techniques (such as the traits and principles of leadership).

Read the following story and see if you can personally identify with any of the mistakes that Mark made after he took charge of a squad as its new drill leader.

Mark usually arrives late to his JROTC class. As he joins the formation, he always greets several of his buddies. He hardly ever has a straight gipline or a pressed uniform, his hair is usually uncombed, and his shoes look like he never polishes them. Day after day, he goes through the process of trying to call his squad to attention. They barely listen to him, continuing to talk and laugh.

He finally gets their attention and begins drilling them. During the drill, he consistently gives a few wrong commands and makes several timing errors, but his squad members usually execute the drills correctly anyway. Seeing them get ahead of him frustrates Mark, but by that time, the class is over and he does nothing about it.

One day, Mark finally asks a senior cadet, “Why is my squad so hard to keep in line? I can’t get them to shape up. I don’t get angry, I ask them nicely, and I still can’t get any discipline or respect.”

The senior cadet replies, “If you really want an honest answer . . . I think they don’t see you as a leader. You give them the wrong commands; you don’t know correct timing or cadence; and your appearance . . . well, it needs a lot of work. Learn the drills and look like a leader. You can’t inspire respect if you don’t have any for yourself. By the way, when was the last time you polished those shoes?”

In the next few weeks, Mark’s leadership skills and appearance improve. Soon, the squad sees a difference — Mark is becoming a better leader. He knows the drills, looks the part of a leader, and does not tolerate any slacking off once the class period begins.

The mistakes that Mark made as a drill leader include having a poor appearance, not knowing the drills or using the proper command voice, and not being able to discipline his friends. Instead of immediately taking the initiative of a

Key Note Term

command voice – a properly given command should be understood by everyone in the unit.

leader or setting the proper examples, he waited until the squad got out of control. Then, he had to make changes. Being a consistent leader may appear to be difficult, but it will make your job easier. How does **procedure** and **preparation** play a role in Mark's situation?

Drill leaders are also instructors; therefore, they must know how to teach drill movements to their subordinates and to provide remediation. If you become a drill leader, one of the most commonly accepted ways to teach and remediate drill is from a position centered in front of your team. From this position, you can:

- **Explain and demonstrate each new drill movement before your team members practice it and then have them execute it. Remember to require snap in every movement. Ensure the movement is understood and done correctly by each subordinate before trying another movement. Drill periods are short, so make the most of available time.**
- **Observe team members carefully to ensure everyone executes the movement correctly.**
- **Make on-the-spot corrections as necessary. Be prepared to give individual instruction to those personnel who need it. This means knowing exactly what a subordinate did wrong and being able to demonstrate the correct way.**

Be prepared to use discipline, as necessary. Junior leaders often find this difficult because the people they discipline are their peers and friends. Do not give discipline for any other reason than to improve the unit. Leaders do not have to feel wrong about enforcing discipline; it should not be personal, but purely professional. Never discipline someone in front of others; instead, take that person someplace private to discuss and correct the behavior.

Note

You will receive more instruction on how to properly conduct a counseling session in other leadership levels.

Conclusion

When leaders know their responsibilities and prepare for drill, they discover that being a drill leader is easier and more rewarding than they expected. Followers respect and obey leaders more if the leaders are competent and confident. Keep in mind the leadership traits and other fundamentals presented in this lesson. The following list summarizes the responsibilities that good drill leaders should understand and implement:

- **Be consistent.**
- **Be sincere; show respect and care about the well-being of your subordinates.**

Key Note Terms

procedure – a series of steps followed in a regular, definite order.

preparation – the act or process of making something ready for use or service; getting ready for an occasion, test, or duty.

Key Note Term

command of execution – the part of a drill that tells when specific movement is executed (carried out).

- Have energy, patience, and spirit.
- Have military neatness and bearing.
- Follow regulations precisely, as an example for others to follow.
- Be knowledgeable of drill procedures and commands (such as **command of execution**).
- Provide feedback or on-the-spot corrections when mistakes are noted.
- Be fair and use judgment when applying discipline.

The above list is not all inclusive. The *Leadership* instruction in subsequent years will expand upon this list as your understanding of leadership and your leadership potential grow and develop. For now, however, remember that when leaders know and apply drill commands and leadership techniques properly, their confidence and motivation build confidence and motivation in their followers.

Chapter 2**Lesson Review****Lesson Review**

1. List three responsibilities that a good drill leader should understand.
2. Why is it important to have a good appearance and understand the drills?
3. What is a command voice?
4. Define the term “command of execution.”

*Foundations for
Success*

Unit 3

Chapter 1

*Know Yourself–
Socrates*

Lesson 1

Self-Awareness



Key Terms

assessment
associate
cluster
differentiate
introspection

What You Will Learn to Do

- Determine your behavioral preferences

Linked Core Abilities

- Build your capacity for life-long learning
- Treat self and others with respect

Skills and Knowledge You Will Learn Along the Way

- Explain the four clusters of behavior in the Winning Colors® framework
- Illustrate your behavioral preferences using the four Winning Colors®
- Identify strengths for each behavior cluster
- Express appreciation for your own uniqueness
- Define the key words contained in this lesson

Chapter 1

Introduction

You may notice that some people behave or conduct themselves like you, and others behave quite differently. For example, one person may be very quiet and contemplative while another may be the life of the party. Identifying your own preferences and the preferences of others can be an important building block in the foundation for your success. This knowledge can help you to understand situations as they unfold, improve your communication with others, and influence people and situations to get the results you desire.

Natural Tendencies

Everyone has preferences. How these are developed in each of us is a complex combination of things. Whether you are born with them or learn them—nature or nurture—can be an interesting question to explore. It is also interesting to think about how much preferences guide our behavior.

Behaviors that feel comfortable can all be considered to be natural tendencies, or your personal preferences. You might simply identify these behaviors as “the way you do things.”

Being aware of personal preferences is an important step. Understanding others, being aware of what makes them tick, is another important interpersonal skill. You will learn more about that in the following lesson, “Appreciating Diversity through Winning Colors.”

Learning to Grow

Self-awareness is just the beginning of a lifetime of growth and learning. After you understand what you prefer, what is comfortable for you, it is much easier to branch out of your comfort zone to learn new behaviors. You have options regarding how you behave in any situation, rather than reacting in whatever way feels natural to you. Those natural reactions might not be the best way to handle situations.

It is in these moments when you choose to be a bit uncomfortable that you have the most potential to learn and grow. This is especially true if you select the areas for development because you have a personal reason to do so. Motivation is a powerful influence on your success.

The Process of Self-Discovery

How do you discover more about your own natural tendencies, or preferences? The following are some ways you can enhance your self-knowledge:

- **Introspection**
- **Observation**

- **Feedback (giving and receiving)**
- **Assessment tools**

Introspection

You can pay attention and take note of your own experiences, actions, and reactions. Your own observations (**introspection**) are invaluable sources of information about who you are and what makes you tick. Paying attention to how you feel inside while you participate in a variety of activities can give you some insight into your own behavioral preferences. For example:

- **Do you feel happier when working in a group, or alone?**
- **Do you feel satisfaction when you accomplish a difficult task?**
- **Is it easy or difficult for you to tell others what to do?**

Your body language can also offer helpful clues. Paying attention to what is going on when you start to feel bored and tired—or lively and interested—is an indicator. If your body is responding positively to the situation, it is likely there are elements there that agree with your personal preferences.

Observation

In addition to what you see in yourself, the observations of others can also be helpful. Sometimes others see behaviors in us that we don't see, especially when we are too involved in activities to pay attention.

There are several key concepts to keep in mind if observation is to be a truly valuable self-discovery process.

Situation—What is going on? In terms of the situation, get a sense of the environment in which a behavior occurred. What are the significant factors? Who is involved? This context information offers additional perspective about the behavior.

Specific Behavior—What happened? For an observation to offer objective information rather than subjective, or merely an opinion, it needs to be specific. Vague comments are not as helpful as a concrete example.

Because behavior arises from complex factors, this protects us from being offensive or narrow in our interpretation, and allows for the processes of communicating our thoughts and asking questions to understand even more about others and ourselves. Jumping to conclusions often leads to errors or an incomplete picture.

Impact—What is the result? The impact also needs to be described in concrete terms when making an observation. Some results that could be observed include:

- **Change in body language**
- **Increased energy or animation**
- **Decreased energy or animation**
- **Focus changes**

Key Note Term

introspection – self-examination; contemplation of one's own thoughts or feelings.

Including impacts observed in reaction to specific behavior gives people a lot of information about not only what they are doing but how that influences people and situations.

Feedback (Giving and Receiving)

Sharing observations with others is a responsibility and a privilege. This kind of information can be given in a helpful or a harmful way. Sharing an observation is an interpretation of reality. This is true whether you are observing your own behavior or that of others. So, be kind—and real—to yourself and to others when sharing your observations.

Feedback from others is simply their impression or opinion, particularly when a belief or value judgment is included. Try asking for specific examples when getting feedback from others, since observations are more reliable when they are based on fact. An opinion is more understandable when backed up with specific examples.

Assessment Tools

Putting some structure around observations, inner thoughts, feedback and specific examples helps to make sense out of all this information. That's where **assessment** tools come in. They are valuable instruments that you can use in your quest for self-knowledge.

One set of extremely applicable tools is Winning Colors®. The Winning Colors® process supports self-discovery in a positive and affirming way. Winning Colors® is about what you can do, not what you can't.

You actually have more behavior options than you ever imagined, and the four categories make new behaviors easy to comprehend and put into practice.

Because people understand the categories and processes so quickly, you can expect to make some interesting self-discoveries using the Winning Colors® assessment tool. You can then use the information to make a positive difference in your communication and in your life.

Winning Colors®

Similar to other assessment tools, Winning Colors® groups human behavior into categories. Categories help us to understand complex information, by associating related data. To **associate** means to group things together when they have common characteristics. To **differentiate** means to make a distinction or state a difference between things so we can tell them apart.

Purpose and Process

Winning Colors® is a present time behavior indicator. It can be used to:

- **Improve understanding of how to cooperate and communicate with others**
- **Provide clues to motivation**

Key Note Term

assessment – the act of evaluating or appraising a person's ability or potential to meet certain criteria or standards.

Key Note Terms

associate – to group things together when they have common characteristics.

differentiate – to make a distinction or state a difference between things so we can tell them apart.

- Clarify learning styles
- Offer insight to conflict resolution style
- Uncover essential aspects of communication

Behavior Clusters

Winning Colors® focuses on present behavior, a unique and very valuable characteristic of this tool. Four categories have been identified. Each of the four categories include behaviors that have enough characteristics in common to form a group (**cluster**).

Each category is labeled in a way that helps you remember the behaviors that go in that group.

Builder Behaviors (brown, decide)

Do you have behaviors that tend toward taking over and being in charge? Do you like to know the “bottom line” and be in control of people or things? Do you like giving orders and being “top dog”?

If you have developed these behaviors, you are a strong BUILDER. You might use the color BROWN, or compare these behaviors to the brown of the earth to describe this part of you.

Planner Behaviors (green, think)

Do you have behaviors that tend toward being quiet and contemplative? You like to devise and develop strategies. You act only after you have considered all the details, and you have many creative ideas.

If you have developed these behaviors, you are a strong PLANNER. You might use the color GREEN, or compare these behaviors to the growing grass or leaves to describe this part of you.

Adventurer Behaviors (red, act)

Do you have behaviors that tend towards action? You are always on the go. You like to be on stage and take risks and chances whenever possible. You act on the spur of the moment. You know what to do in an emergency before anyone else.

If you have developed these behaviors, you are a strong ADVENTURER. You might use the color RED, or compare these behaviors to fire to describe this part of you.

Relater Behaviors (blue, feel)

Do you have behaviors that tend toward showing feelings? You like to share your feelings with others and have them share theirs with you. You enjoy talking a lot.

If you have developed these behaviors, you are a strong RELATER. You might use the color BLUE, or compare these behaviors to the wide expanse and depth of the ocean to describe this part of you.

Key Note Term

cluster – a number of similar things growing together, or of things or individuals collected or grouped closely together.

Your Key to Success

The key to success is to be balanced. Think when it is time to think (planner—green), decide and “bottom line it” (builder—brown), feel when it is time to feel (relater—blue), and take action when it is time to take action (adventurer—red).

It is crucial that you understand that you are capable of developing all four clusters, but you may presently be emotionally attached or locked into one cluster more than another. For whatever reason, certain behaviors have worked for you or felt more natural, so naturally you developed those more than the others.

Be forewarned—a single strength can get you into trouble. For example, if you favor acting quickly (adventurer), you may act without thinking (planner) or considering the feelings of others (relater). Or, if you have strong planner (green) but no adventurer behaviors (red), you may be unable to get up in front of a group of people and speak out clearly and confidently, without being embarrassed. Everyone benefits from the ability to shift between behavioral styles as needed, depending on the situation.

Conclusion

It's true that you can significantly improve your life by acquiring new behaviors to attain your goals. Making decisions, particularly effective ones, and making them quickly, is a complex set of behaviors. Because behavior is learned and can be reinforced until it becomes a habit, you have the power to choose new behaviors, even if they feel unfamiliar and alien to you today.

Taking an active approach in discovering your strengths and enhancing behaviors you find desirable is a healthy lifestyle choice. This lesson presented some information to help guide you on the path to self-discovery. As Socrates said, “Know thyself.” It is the beginning of wisdom.

Lesson Review

1. Which behavior cluster do you see yourself in? List five reasons for this choice.
2. How can you use observation today to learn something new about yourself?
3. How can you use introspection to learn something new about a friend?
4. Choose one behavior cluster you feel you need to improve. Explain why.

Lesson 2

Appreciating Diversity through Winning Colors®



Key Terms

comfort zone
natural
preference

What You Will Learn to Do

- Apply an appreciation of diversity to interpersonal situations

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Identify key characteristics for each Winning Colors® behavior cluster: Builders, Planners, Adventurers, and Relaters
- Determine factors that impact the behavior of others
- Determine factors that impact how others perceive your behavior

Chapter 1

- Select behaviors that promote success in a variety of situations
- Define key words contained in this lesson

Introduction

Understanding yourself is an important aspect of creating a successful and happy life. It is also essential to develop your awareness of others so you can become sensitive to the differences and similarities between us all.

We're All Different

As a young child, you become familiar with behaviors you are exposed to by your parents. These behaviors are influenced by your parents' personalities as well as your own. Because these behaviors become familiar, you get "attached" to them; you attach a positive emotion to them, sometimes solely because it is what you know even though they may be negative or hurtful behaviors. This principle is crucial to understanding how to communicate effectively, and this is the first clue in understanding the make-up of anyone's **comfort zone**.

When you have identified the present strengths of your own behavioral clusters as well as those of others, you have targeted this comfort zone. Generally people are more at ease if allowed to communicate within their individual comfort zones.

Asking or expecting others to behave outside their comfort zone is as hard on them as believing for yourself that you should be good at something you've never learned. Remember, though, even an old dog can learn new tricks.

Seek First to Understand

A behavior that is **natural** for you might not be so for others. Assuming that all behaviors are natural for all individuals can lead to unreasonable expectations of others and unnecessary frustration for yourself. Instead, keep in mind that others might be approaching ideas and situations a little differently than you.

Effective Communication

Developing awareness of others can help you become a more effective communicator. By having insight into another's **preferences**, you may be able to adapt your personal communication skills and your behavior in such a way that they are more likely to hear, understand, and respond in a positive way. This is because you're "speaking their language," and what you say makes sense to them. When you speak out of a completely different behavioral style, you're much more likely to encounter resistance because they're not fully understanding what you're trying to say.

Key Note Term

comfort zone – behaviors that seem natural; behaviors you exhibit without realizing what you're doing.

Key Note Terms

natural – based on an inherent sense of right and wrong; occurring in conformity with the ordinary course of nature, not marvelous or supernatural; formulated by human reason alone rather than revelation; having a normal or usual character.

preference – the act of preferring, the state of being preferred; the power or opportunity of choosing.

Winning Colors® Power Words

It has been found through years of research that certain words affect people differently. Through word association discoveries, it has been learned that the mere mention of a particular word produces tension in certain individuals. This is the basis of the lie detector test. When a question is asked, the person becomes emotionally involved and begins to perspire.

When you speak with a person with Planner behaviors, you succeed by using Planner power words. The same is true if you want to communicate successfully with those inclined to Builder, Adventurer, and Relater behaviors.

The following is a list of words and phrases for each Winning Colors® behavior cluster. After identifying an individual's natural "cluster," use the list to help you communicate effectively with him or her.

Your Planner Power Words

- **Changing and improving**
- **Analyzing**
- **Being my best**
- **Dreaming**
- **Caring**
- **Inner life**
- **Thinking**
- **Inventing**
- **Knowing more**
- **Exactness**
- **Planning**
- **Revolution**
- **Knowing the future**
- **Freedom of thought**

Your Builder Power Words

- **Always leading people**
- **Power**
- **Results**
- **Responsible**
- **Duty**
- **Tradition**

- Money
- Be prepared
- I give directions
- Do it my way
- I like to get things done now

Your Adventurer Power Words

- Test the limits
- Do it now
- Excitement
- Fast machines
- Fun
- Doing
- Action
- Risk
- Challenge
- Act and perform
- Freedom

Your Relater Power Words

- Always liking to be with people
- Hugs are special when I choose
- Friendly
- Giving
- I see everything
- Romantic
- Let's get along with each other
- Wanting people to like me

Conclusion

Being aware of what motivates people is worth your time and attention. The information and insight you gain can help you be more effective in all your relationships.

You have been given words and behaviors that will assist you in having the best possible success as a leader or communicator with others after you have identified their comfort zones.

Think when it is time to think (Planner—green), decide when it time to decide (Builder—brown), feel when it is time to feel (Relater—blue), and act when it is time to act (Adventurer—red).

Lesson Review

- 1. How can assuming something about a friend or family member lead to disappointment or frustration?**
- 2. What differences and similarities do you see in yourself and your best friend? How do those differences and similarities affect your friendship?**
- 3. List five words you would use to communicate effectively with an Adventurer.**
- 4. Define the term “preference.”**

Lesson 3

Personal Growth Plan



Key Terms

adaptability
assertion
change orientation
deference
emotional intelligence
intrapersonal
persistence

What You Will Learn to Do

- Develop a plan for personal growth

Linked Core Abilities

- Build your capacity for life-long learning

Skill and Knowledge You Will Gain Along the Way

- Match the key emotional skills to the relevant skills dimensions
- Develop strategies for growth in two emotional skill areas
- Plan self-directed development activities
- Define key words contained in this lesson

Introduction

You need to have goals in your life, and those goals should be clearly defined so you know how to achieve them. For example, to choose a certain career or lose a specific number of pounds, you should have a well-defined strategy for getting from where you are now to where you'd like to be in the future. You've probably heard the old adage, "If you don't know where you're going, any road can lead you there." Likewise, if you don't know where you are, how do you know which road to choose?

Most of the success-oriented products being marketed today, such as trendy diets and get-rich-quick programs, focus on a goal and tell you how to get there. These programs assume that if you "do as they do," you will be successful. The problem with this approach is that one method of planning doesn't work for everyone. Those who created the programs don't know where you are today, so how can they give you directions to where you want to go?

The Personal Skills Map

All of us at one time or another have taken a trip and gotten lost. Did you stop and ask for directions, look at a map, or call the person at your destination to get more information about how to get to where you're going? Regardless of the method you chose, you first had to ascertain, "Where am I now?" Only then could you determine how to get where you were going. The Personal Skills Map offers a way to discover where you are now and shows you how to get to where you want to go.

The Personal Skills Map helps you identify where you are now and shows you what you need to know to accomplish your goals.

The Success Profiler

The Success Profiler is a systematic, research-based assessment and skill-building system designed for the following purposes:

- **Adapt to change**
- **Develop leadership skills**
- **Enhance ability to learn**
- **Promote sensitivity/diversity**
- **Build teamwork skills**
- **Prevent violent behavior**

Rather than attempting to address knowledge and skills, this approach focuses on the **emotional intelligence** needed for success in key emotional skill areas. The assessment helps you identify those skills you need to develop, those that need strengthening, and those that can use some enhancement.

Key Note Term

emotional intelligence – a learned ability to identify, experience, understand, and express human emotions in healthy and productive ways.

You begin the process of identifying where you are now by completing a four-part profiler assessment. After it's completed, you will transfer your results onto your personal map.

The personal map is divided into 14 critical areas—key emotional skills. The following section covers those critical areas.

Self-Esteem

The Self-Esteem scale indicates a self-perceived level of personal worth. Research indicates that it is the most fundamental skill and it relates to major aspects of mental health and a healthy personality.

Interpersonal Assertion

The Interpersonal **Assertion** scale indicates how effectively an individual uses direct, honest, and appropriate expression of thoughts, feelings, and behaviors in dealings with others. It indicates an ability to be direct and honest in communicating with others without violating the rights of the other person.

Interpersonal Awareness

This scale indicates an individual's evaluation of his or her ability for appropriate social, emotional, and physical distance in verbal and non-verbal interactions with others.

Empathy

The Empathy scale indicates an individual's ability to sense, understand, and accept another person's thoughts, feelings, and behaviors. Empathy is a primary characteristic of a skilled communicator. Persons with strong empathy tend to be sociable and outgoing.

Drive Strength/Motivation

The Drive Strength/Motivation scale indicates motivation and goal-setting abilities. Drive strength shows an ability to marshal energy and motivation toward the accomplishment of personal goals.

Decision Making

The Decision Making scale indicates perceived skill in formulating and initiating effective problem-solving procedures. The ability to make decisions is a key ingredient of self-acceptance and positive self-regard.

Time Management

The Time Management scale assesses ability to organize and use time to further individual and career goals. Ability to manage time is an ingredient in self-regard, sensitivity to needs, and perseverance in completing tasks.

Key Note Term

assertion – the act of asserting; to state or declare positively and often forcefully or aggressively.

Sales Orientation/Leadership

The Sales Orientation/Leadership scale indicates perceived skill in positively impacting and influencing the actions of other people. The ability to influence others in a positive way is an important aspect of leadership/sales.

Commitment Ethic

The Commitment Ethic scale indicates perceived skill in completing projects and job assignments dependably and successfully. Persons with strong commitment ethic are usually perceived as dependable and committed by others, are inner-directed, and persevere in completing projects regardless of difficulties encountered.

Stress Management

The Stress Management scale assesses perceived skill in managing stress and anxiety. Persons with skills in managing stress positively are competent managers of time and are flexible, self-assured, stable, and self-reliant.

Physical Wellness

The Physical Wellness scale reflects the extent to which healthy attitudes and living patterns that are important to physical health and well-being have been established. Physical wellness is highly correlated to positive stress management and high self-esteem. Persons with high scores have developed high levels of self-control over potentially harmful behavior patterns.

Interpersonal Aggression (Anger Management)

The Interpersonal Aggression scale assesses the degree to which communication styles violate, overpower, dominate, or discredit another person's rights, thoughts, feelings, or behaviors. High interpersonal aggression is related to the personality characteristics of rebelliousness, resentment, and oversensitive response to real or imagined affronts.

Interpersonal Deference (Fear Management)

The Interpersonal Deference scale measures the degree to which communication style is indirect, self-inhibiting, self-denying, and ineffectual for the accurate expression of thoughts, feelings, and behaviors. High interpersonal deference is related to the personality characteristics of apprehensiveness, shyness, and oversensitivity to threat or conflict.

Change Orientation (Comfort Level)

The **Change Orientation** scale indicates the degree of motivation and readiness for change in the skills measured by the Personal Skills Map. A high score indicates dissatisfaction with current skills and a strong conviction of the need to make personal changes.

Key Note Term

change orientation – a scale that indicates the degree of motivation and readiness for change in the skills measured by the Personal Skills Map.

Key Note Terms

intrapersonal – occurring within the individual mind or self.

adaptability – capability or willingness to adapt.

Key Note Term

deference – the respect and esteem due a superior or elder; also affected or ingratiating regard for another's wishes.

Key Note Term

persistence – the action or fact of persisting, to go on resolutely or stubbornly in spite of opposition, importunity, or warning; to remain unchanged or fixed in a specified character, condition, or position; the quality or state of being persistent.

Integrating the Personal Skills Map and Emotional Skills

On the Personal Map, the 14 key emotional skills are grouped into 5 skill dimensions. These skill dimensions help you identify your strengths and weakness in **intrapersonal** skills (those that occur by yourself), interpersonal skills (those that occur with others), any problematic behavior that needs to be addressed, and your willingness to change (**adaptability**).

The first skill dimension is Intrapersonal Skill and includes the Self-Esteem emotional skill. This skill dimension is related to how you evaluate and accept yourself as a person.

The second skill dimension is Interpersonal Skills and consists of the Assertion, Awareness, and Empathy emotional skills. This skill dimension is related to how you interact with others and how you tend to communicate in stressful situations.

The third skill dimension is Career/Life Skills and consists of the Drive Strength/Motivation, Decision Making, Time Management, Sales Orientation/Leadership, and Commitment Ethic emotional skills. This skill dimension focuses on skills that are important in effectively managing your daily environment and school demands.

The fourth skill dimension is Personal Wellness Skills and consists of the Stress Management and Physical Wellness emotional skills. This skill dimension is extremely important in both emotional and physical well-being.

The fifth skill dimension is Problematic Behavior and consists of the Interpersonal Aggression and **Deference** emotional skills. This skill dimension provides an indication of behaviors that negatively affect personal mental health and career effectiveness.

At the bottom of the Personal Skills Map is the Personal Change Orientation category. This score indicates your motivation and willingness to change behavior.

High scores on the Personal Skills Map indicate that you are aware of a need to improve your personal skills. It is possible that this awareness has caused some increased stress and anxiety in your life. Conversely, a low score on the map indicates that you are satisfied with your current interpersonal and intrapersonal skills and behavior.

Conclusion

Whether you are satisfied with your current skill level or desire a change, knowing where you are today can help you map a plan that leads you toward your goals.

It's nice to know that our personal skills are changeable and that we are capable of learning and growing throughout our life. If you are ready to strengthen or enhance your current skills, have **persistence** in your efforts, and use the results of the assessment to help guide you toward your personal goals, you will become a better, well-rounded individual.

Lesson Review

1. Choose one personal skill that you'd like to improve. Explain why and how you'd like to make this improvement.
2. Define the term "emotional intelligence."
3. How can physical wellness affect your self-esteem?
4. What motivates you to finish a project?

Chapter 1

Lesson 4

Becoming an Active Learner



Key Terms

active
classify
creative
critical
objectivity
passive
subjective
visualize

What You Will Learn to Do

- Determine the thinking/learning skills necessary for improving active learning

Linked Core Abilities

- Build your capacity for life-long learning
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Identify the thinking types and related viewpoints necessary to address typical active learner questions
- Distinguish between traits and activities of critical and creative thinkers
- Describe the difference between objective and subjective thinking
- Distinguish between active learner and passive learner traits
- Define the key words contained in this lesson

Introduction

Active learners do not wait for learning to happen—they make it happen. You learned to crawl, stand up, walk, as well as other tasks because you wanted to learn them. This desire to learn made you ask the people around you for help. Active learning is an instinct with which you were born and will possess throughout your life.

Who Are Active Learners?

Active learners generally display specific traits and can:

- **Identify personal goals and the steps necessary to achieve the goals.**
- **Use resources. Identify the people and tools available to aid in goal pursuit.**
- **Learn how to solve almost any problem they ever have to face.**
- **Look at situations objectively.**
- **Ask the right questions.**
- **Use time well. They organize and set priorities.**
- **Apply good reading, studying, and questioning skills to written materials.**
- **Apply good listening skills in the classroom.**
- **Find patterns and take effective notes to organize materials for studying.**
- **Assess progress along the way and revise their plans.**

You can probably think of additional traits that active learners possess. In contrast, **passive** learners may work hard, but they do not take charge of the learning processes. Table 2.1.1 compares the differences between active and passive learners.

Active Learners Are Self-directed

Using active learning, you can solve problems, answer questions, formulate questions of your own, discuss, explain, debate, or brainstorm during class. **Creative** and **critical** thinking as well as the ability to view situations and problem objectively are common traits among those who are active learners.

Creative and Critical Thinking

Active learners think carefully. Thinking is a complex activity involving the brain's neurons (nerve cells) linking with other neurons as waves of impulses travel from neuron to neuron. Numerous skills comprise the act of thinking. As shown in Table 2.1.2, these skills can be grouped into two categories: creative and critical.

Key Note Term

active – characterized by action rather than contemplation or speculation.

Key Note Terms

passive – acted upon by an external agency; receptive to outside impressions or influences.

creative – marked by the ability or power to create; given to creating.

critical – of, relating to, or being a turning point or especially important juncture.

Table 2.1.1: Active Learner Versus Passive Learner

Passive Learner	Active Learner
Approaches learning as “remembering”	Approaches learning as “thinking”
Reads the textbook, takes some notes, and spends hours trying to memorize those notes	Reads the textbook, takes some notes using a method that captures the concepts and details; reviews the notes
Wastes or misuses a lot of study time; feels as if there isn’t enough time to “remember it all”	Uses study time efficiently; concentrates on remembering the major concepts and details.
May be able to recall information, but often has problems using this information in contexts other than the textbook’s scenario or the way he/she memorized the material	Can recall information and transfer the information to many different contexts
In tests, tends to get confused if the information is not presented in a manner similar to the way he/she memorized the information	Can use the information to respond to different types of questions in tests
Tends to see “words” on the page rather than ideas and concepts applicable to various situations	Looks for the basic concepts and uses those concepts as a structure on which to build secondary concepts and details; can apply the information to various situations when appropriate

Note

For more information about neurons and brain function, see Chapter 2, Lesson 1, “Brain Structure and Function.”

Table 2.1.2: Examples of creative and critical thinking

Brainstorming	Analyzing
Generalizing	Comparing/Contrasting
Inventing	Classifying
Predicting	Evaluating
Visualizing	Prioritizing

Active learners use both critical and creative thinking; critical thinking to define a problem, and creative thinking to solve it.

Critical thinkers tend to:

- **Be honest with themselves**
- **Resist manipulation**
- **Figure out how to overcome a confusing situation**
- **Ask good questions**
- **Base judgments on facts and evidence**
- **Look for connections between subjects**
- **Be intellectually independent**

Aside from being honest with themselves and resisting manipulation, creative thinkers tend to:

- **Use their imaginations**
- **Daydream**
- **Practice expansive thinking (think “outside of the box”)**

Active learners know when to use each type of thinking.

Objective Versus Subjective Viewpoint

As you grow and mature, you learn to shift from **visualizing** the world as being centered only around yourself (**subjective**) to seeing it in a way that many people can agree on what it means (objective). **Objectivity** allows you to communicate effectively and persuasively with others. Using objectivity helps you persuade other people and can gain you allies when working towards change.

To support critical thinking, you need an objective viewpoint. You can learn to distinguish between objective and subjective observations and reactions.

Key Note Term

classify – to assign to a category.

Key Note Terms

objectivity – expressing or dealing with facts or conditions as perceived without distortion by personal feelings, prejudices, or interpretations.

subjective – of, relating to, or constituting a subject; relating to or characteristic of one that is a subject, especially in lack of freedom of action or in submissiveness.

visualizing – the act of forming a mental image.

If you tell how an event affected you or how you reacted to an event, you are being subjective. For example, consider the following statements.

- **His criticism of me was totally unjust and it made me angry.**
- **That was the funniest movie I've ever seen.**

If you tell about an event or relate a fact as anyone might see it, you are being objective. For example, consider the following:

- **It rained Saturday.**
- **Sick children need good medical care.**

Keep these subjective and objective viewpoints in mind when you are communicating with others. Both viewpoints are necessary in life, but learn to use them appropriately. Distinguishing between these viewpoints is especially important when you are asking questions, taking tests, or giving presentations. Table 2.1.3 shows examples of how critical, creative, objective, and subjective thinking are used.

Asking Questions

Active learners combine critical thinking and objectivity to ask good questions. They ask questions to get a complete picture and to expand their knowledge. You can't get anywhere without asking questions. To get specific facts, ask clear, concise questions requiring an objective answer. To learn opinions and feelings, ask subjective questions.

Form the habit of asking questions and learning from everyone you meet. You may be afraid to ask questions because you think people will feel you are not very smart. Don't be afraid. The only way to learn is to ask questions. And don't forget: The dumbest question is the one that's never asked.

Answering Questions

Active learners use both types of thinking—critical and creative—to give good answers to questions. You must recognize whether a question is asking you to be objective or subjective in your answer. Recognizing what type of question is being asked will help you identify whether your answer should be subjective or objective.

Answering questions is treated in more detail in the Test Taking Tips and Strategies later in this textbook. For reading, study skills, and test taking, you apply the objective and subjective viewpoints, critical and creative thinking, and techniques for asking questions.

Table 2.1.3:

Three Question Types	Related Thinking Type	Related Viewpoint	Notes
What?	Critical thinking	Objective	Facts form the basis of most of your studies.
• What are the facts?			
• What is the evidence or proof?			
So what?	Creative and critical thinking	Subjective and Objective	Use the facts to form an opinion.
• What do the facts mean?			
• What conclusion can I draw?			
• What else do I need to know?			
Now what?	Creative thinking	Subjective	Use the information to form a pattern or structure on which to build other facts.
• What can I do with the information now that I have the facts?			
• How do the facts link to other information I have?			

Conclusion

Active learning is a method that allows you to participate in class. It takes you beyond the role of passive listener and note taker and allows you to take some direction and initiative during the class. Active learning can encompass a variety of techniques that include small group discussion, role playing, hands-on projects, and teacher-driven questioning. The goal is to be part of the process of your own education.

Lesson Review

1. Compare active learners and passive learners. Which are you?
2. Compare and contrast creative thinking and critical thinking.
3. How can a combination of creative and critical thinking help you solve problems?
4. Explain how you can change the way you think about a situation by using an objective and subjective viewpoint.

Learning to Learn

Chapter 2

Chapter 2

Lesson 1

Brain Structure and Function



Key Terms

axon
brain stem
cerebral hemispheres
cortex
dendrite
limbic system
neural plasticity
neuron
neurotransmitter
sensory flooding
sensory gating
synapse

What You Will Learn to Do

- Relate the structure and function of the brain to the learning process

Linked Core Abilities

- Build your capacity for life-long learning
- Apply Critical Thinking Techniques

Skills and Knowledge You Will Gain Along the Way

- Identify key areas and function of the midbrain/limbic system
- Associate major regions of the brain to their functions
- Explain the function of a neuron

- Explain the three elements involved in transmitting stimulus from outside the body to the brain
- Assess the process required to enhance brain power
- Define the key words contained in this lesson

Introduction

This lesson introduces you to the most marvelous and mysterious part of your anatomy—the human brain. Most humans never totally discover or exert the full potential of their brain. In this lesson you explore current research on what the brain is (structure) and how it works (function). You learn practical ways to apply complex concepts that put you in control of your own mind.

Evolution of the Human Brain

One way to look at the brain's structure is based on the theory of evolution. Only 100,000 years ago, the ancestors of modern man had a brain weighing only about a pound—roughly a third of the weight of our current brain. Most of this increased weight is because of a much larger cerebral **cortex**. Here most of the thinking that makes human beings such unique mammals occurs. This tremendous growth is an important aspect of the evolution of the human brain.

The Triune Brain

An early description of the human brain was conceived by neurologist Dr. Paul MacLean that attempted to explain its structure in terms of how it has evolved. According to MacLean's theory, three separate and distinct brains exist, from oldest to more recent. As each brain evolved, the older brain was retained for its specialized functions, and the new brain simply formed around it.

Note

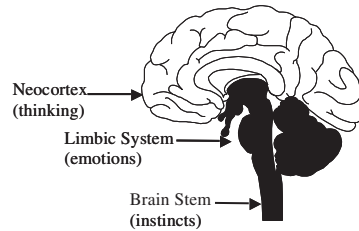
At the time of this publication, Dr. Paul MacLean is serving as the director of the Laboratory of Brain Evolution and Behaviour in Poolesville, Maryland. He wrote "The Triune Brain In Evolution" in 1990 and explains his triune brain theory in this book. For more information about his book and his theory, you can read a book review at <http://www.thymos.com/mind/maclean.html>.

MacLean's theory provides a simple, easy-to-understand concept of the human brain. This description relates directly to evidence about how the brain actually works, as you will see in the sections "Brain Function" and "Downshifting" later in this lesson.

Key Note Term

cortex – the highly wrinkled outer layer of the cerebrum and cerebellum (fore-brain); grey matter.

Figure 2.1.1: The triune brain.



Key Note Terms

brain stem – the oldest part of the brain comprised of the mesencephalon, pons, and medulla oblongata, and connecting the spinal cord with the fore-brain and cerebellum. Also referred to as the reptilian brain.

limbic system – a group of subcortical structures (such as the hypothalamus, hippocampus, and amygdale) of the brain that are concerned especially with emotion and motivation.

The human brain, as shown in Figure 2.1.1, has three parts: the neocortex (mushrooming out at the top), the **limbic system** (in the middle), and the **brain stem** (at the base).

The neocortex, sometimes called the *cerebral cortex*, is believed by researchers to have grown out of the limbic system at some time in human evolution. Though not exclusively, the neocortex is where most higher-order and abstract thoughts are processed. The two hemispheres of the neocortex also handle input from our sensory systems, making connections between various stimuli, such as associating what we see with what we hear. This makes comprehension possible, and is how we make it all meaningful.

The neocortex, the most newly developed part of our brain, also attaches feeling and value to stimuli it receives. When humans learn, the structure and chemistry of nerve cells in the neocortex are changed.

Let's take a closer look at how the brain functions, from top to bottom, and how it interacts with the rest of the body.

The limbic system, once thought to be associated exclusively with emotion, is now known to process not only emotional response but also a number of high-level thinking functions, including memory.

The brain stem, sometimes called the *reptilian brain* (R-complex), is considered to be the oldest part of the brain from an evolutionary standpoint. It follows then that much of the processing of basic survival needs (eating, breathing, and the "fight or flight" response) occurs here. Fight or flight is the common terminology for a complex set of reactions to a perceived threat, really the organism's ability to go on red alert and respond quickly. Many of the body's systems respond automatically to increase the chance of survival when under attack.

Brain Function

The brain is vital to human understanding and the ability to learn. Perhaps you've heard of "higher level" thinking skills. This phrase refers to the level of information processing and response required by a particular task. Some complicated tasks can require a high level of information processing.

For example, when you touch a hot stove, you pull your hand away quickly. That activity does not take much thinking, and it had better not take a lot of time! In fact, your nervous system is designed to process information like that automatically, with little help from the neocortex.

Think about getting burned. What information would be helpful to store long term about that experience? Maybe the size, shape, and color of the heat source will help you to avoid the problem in the future. But the “how to” of pulling away your hand is best left to the quick reactions of nerves and muscles. Given the brain structure presented in Triune Brain theory, which of the three major regions is probably in charge of the burn response?

If you said the brain stem, you're pretty close. In fact, muscles can react to nerve impulses without those impulses ever traveling up the spinal cord to the brain. The withdrawal reflex, where the finger is pulled away from the pain as muscles contract, is the simplest act that the nervous system can perform. It is automatic and unconscious; it does not involve any higher-level thinking.

Downshifting

Now let's look at a process we call *downshifting*. From the top to bottom view described in the previous section, downshifting describes what occurs when information processing moves from the higher-level thinking regions of the brain, the neocortex and even the limbic system, down into the brain stem and even into the automatic responses of reflex. Why does this happen? Why give up the ability to ponder and reflect and instead revert back to instinct and involuntary reflexes? Fear and intimidation are two main reasons downshifting occurs.

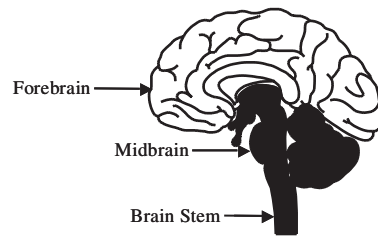
In the presence of perceived threat, survival becomes important and the brain discerns the need for speed. Like the burn example in the previous section, your nervous system is fine-tuned enough to automatically revert to more efficient processing methods to keep the organism safe and sound. In other words, the brain will downshift from neocortex involvement to rely more heavily on the survival and emotional processing of the brain stem and limbic system whenever the organism perceives a threat.

Perhaps you have a lot at stake in the outcome of that upcoming geometry test. Maybe you won't pass this year if you don't complete a major writing assignment. Or maybe you know someone who believes being tough helps motivate people to perform better. Sometimes tough comes out more like put-downs and threats, instead of inspiration, high standards, and a belief in your ability to succeed.

Psychological threats can produce the same kind of flight or fight response needed when an animal is under attack from a predator. And to be more efficient, the brain downshifts.

Trouble is, you need your whole brain involved, especially the neocortex, to solve these problems. Fight or flight reactions won't help. Notice when your emotions react and your mind seems to shift into an automatic mode of response. Being self-aware of a downshift gives you the chance to incorporate your higher-level thinking skills in evaluating the situation. Then your whole brain is in operation; ideas and creativity can flow to help you determine a better way to respond to the challenge at hand. This enhanced state of being fully engaged and aware is what we call whole brain activation. Taking in and processing information in many different ways activates the whole brain.

Figure 2.1.2: Another view of the brain, also showing three separate areas.



Major Brain Areas

The brain is composed of a number of different regions, each with specialized functions. Figure 2.1.2 shows a view of the brain's structure and function, also with roughly three separate parts.

The brain's central core, which includes the brain stem and the midbrain, is quite different than the cerebral cortex that envelops it. The central core is relatively simple, older and its activity is largely unconscious. In contrast, the cortex is highly developed and capable of the deliberation and associations necessary for complex thinking and problem solving. In humans, its size and function has increased rapidly; the older portions of the brain remain relatively static.

The Brain Stem

The brain stem seems to be inherited almost “as is” from the reptilian brain. It consists of structures such as the medulla (controlling breathing, heart rate, and digestion) and the cerebellum (which coordinates sensory input with muscle movement).

The Midbrain

The midbrain includes features that appear intimately connected to human emotion and to the formation of long-term memory via neural connections to the lobes of the neocortex. The structures contained here also link the lower brain stem to the thalamus—for information relay from the senses, to the brain, and back out to muscles—and to the limbic system.

The limbic system, essentially alike in all mammals, lies above the brain stem and under the cortex. It consists of a number of interrelated structures. Researchers have linked the limbic system to hormones, drives, temperature control, and emotion. One part is dedicated to memory formation, thus explaining the strong link between emotion and long-term memory.

The limbic system includes the following parts:

- **The hypothalamus is instrumental in regulating drives and actions. Neurons affecting heart rate and respiration are concentrated here. These direct most of the physical changes that accompany strong emotions, such as the “flight or fight” response.**
- **The amygdala appears connected to aggressive behavior.**
- **The hippocampus plays a crucial role in processing various forms of information to form long-term memories. Damage to the hippocampus will produce global retrograde amnesia.**

One important feature of the midbrain and limbic system is the reticular activating system (RAS). It is this area that keeps us awake and aware of the world. The RAS acts as a master switch that alerts the brain to incoming data—and to the urgency of the message.

The Forebrain or Neocortex

The forebrain, which appears as a mere bump in the brain of a frog, balloons out into the cerebrum of higher life forms and covers the brain stem like the head of a mushroom. This, the newest part of the human brain, is called the neocortex, or cerebral cortex, and is shown in Figure 2.1.3.

The Neocortex

The structure of the neocortex is complicated. Most of the higher-level functions associated with human thought are enabled here.

Brain Hemisphere

In humans, the neocortex has evolved further than in other mammals, into the two **cerebral hemispheres**. The wrinkled surface of the hemispheres is about two millimeters thick and has a total surface area the size of a desktop (about 1.5 square meters).

Key Note Term

cerebral hemisphere
– when looked at from the top, the brain is composed of two interconnected spheres or lobes and is the seat of higher-level thinking.

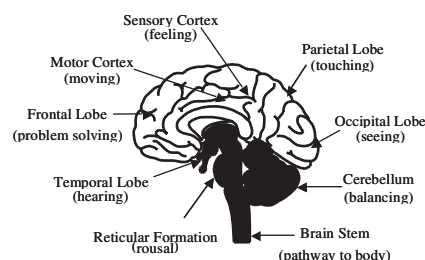


Figure 2.1.3: The neocortex and all of its components.

Note

For more information about the two hemispheres and how they work together, refer to the next lesson, “Left Brain/Right Brain.”

Remember that there is symmetry between hemispheres; however, not every specialized region is found on both sides. For example, highly specialized language centers exist only in the left hemisphere. The brain coordinates information between the two hemispheres, and does so with startling speed and skill.

The following is a brief description of the four lobes that make up the cerebral hemispheres, or neocortex.

Frontal Lobes

The frontal lobes occupy the front part of the brain and are associated with making decisions, planning, and voluntary muscle movement. Speech, smell, and emotions are processed here as well. The frontal lobes control our responses and reactions to input from the rest of the system. The saying “Get your brain in gear” refers to activity in the frontal lobes.

Parietal Lobes

The parietal lobes are most closely associated with our sense of touch. They contain a detailed map of the whole body’s surface. More neurons are dedicated to some regions of surface area than others. For example, the fingers have many more nerve endings than the toes, and therefore they have more associated areas in the brain for processing.

The parietal lobe of the right hemisphere appears to be especially important for perceiving spatial relationships. The recognition of relationships between objects in space is important to activities such as drawing, finding your way, construction, and mechanical or civil engineering.

Temporal Lobes

The temporal lobes are concerned with emotions, and also contain the primary auditory cortex, which processes sound. Doesn’t this provoke wonder at the profound connection between music and strong emotion?

Occipital Lobes

The occipital lobes are the primary visual cortex. This area at the back of the brain, just above the cerebellum, processes stimuli from our eyes, via the optic nerve, and associates that information with other sensory input and memories.

Recall that areas crucial to long-term memory also reside at the back of the brain. These association areas interpret sensory data by relating it to existing knowledge, and are essential to memory formation. More information on memory is included in later sections of the text.

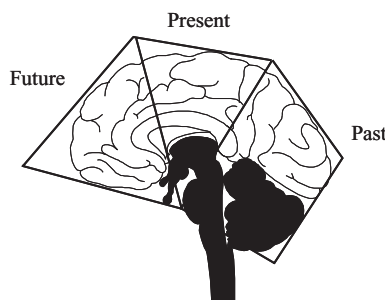


Figure 2.1.4: The lobes to the front and back of the brain are aware of the passage of time.

Sensory Cortex and Motor Cortex

Regions called the sensory cortex and the motor cortex are sandwiched between the frontal and parietal lobes at the top of the head. These areas specialize in the control of movement and in receiving information from the body's primary sensory systems (vision, smell, taste, touch, and sound).

Awareness of Time

According to some researchers, the lobes to the front and the back of the brain seem to be aware of the passage of time; thus the frontal lobe of the neocortex, shown in Figure 2.1.4, appears to be responsible for planning, decision-making, and risk-taking while the back of the brain stores memories.

The middle section is focused on experiencing the present moment because it houses the primary sensory and motor cortex. It is busily processing information from our five senses and sending control signals back out to our muscles.

The Nervous System

The nervous system links the body to the external environment through sensory organs, permitting us to see, hear, taste, smell, or feel and to respond to stimuli. Through your five senses you know that the air is cold, it's early morning, and someone has a fire burning. The hot chocolate smells wonderful and the birds are singing. But how do you know?

Sensory Systems

The five most commonly known sensory channels—our eyes, ears, skin, nose, and tongue—all rely on specialized receptor cells to take in data from the external world.

Then, mechanical, chemical, and electrical processes transform the glow of the sun in your eyes and its heat on your skin into electrical impulses and send them sparking along nerve fibers (called sensory neurons). Traveling at speeds up to 290 miles per hour, jumping microscopic gaps (called **synapses**) along the way, these messages make their way to nerve processing centers (called interneurons) in the spinal cord and brain. They then connect back out to your muscles and glands (called motor neurons), causing you to sweat in response to the sun's heat.

Key Note Term

synapse – the space between nerve cells; the point at which a nervous impulse passes from one neuron to another.

Key Note Terms

sensory gating – also called the neuron spike point, regulates the transmission of stimuli to the brain.

sensory flooding – sensory overload, this happens when too much data is getting through to the brain.

axon – long fibers that send electrical impulses and release neurotransmitters.

dendrite – any of the usually branching protoplasmic processes that conduct impulses towards the body of a nerve cell.

neuron – a grayish or reddish granular cell with specialized processes that is the fundamental functional unit of nervous tissue in the brain.

neurotransmitter – a chemical molecule (as norepinephrine or acetylcholine) that transmits nerve impulses across a synapse, within and between brain cells.

Sensory Flooding and Gating

A large amount of data comes into the brain all the time. We can't and don't pay attention to all of it. A "go or no go" signal occurs to regulate the transmission of stimuli. This is called the neuron spike point, or **sensory gating**. Without this monitoring, sensory overload, or flooding, would occur. This automatic physical process is a key aspect of what we actually process on a conscious level.

Sensory flooding is what happens when too much data is getting through. There is some indication that disorders such as autism are, in part, caused by this type of physiological data transmission problem.

Neuron Structure

The arm and hand in Figure 2.1.5 are used to illustrate a **neuron**. The arm represents the **axon**, long fibers that send electrical impulses and release **neurotransmitters**. The hand is like the cell body and the fingers are like **dendrites**.

Messages are transmitted as electrical impulses from the senses, muscles, or other neurons. The neuron processes the impulse and then sends the message to other neurons via axons. When the impulse reaches the end of the axon, the dendrites pick up the signal as a chemical neurotransmitter synapse.

Neurotransmitters

Neurotransmitters are chemical in nature and are used to accept an electrical impulse from the axon at a synapse and relay it to the dendrites.

The neurotransmitters carry excitatory or inhibitory messages and affect behavior patterns such as pain and pleasure.

Amazing Facts About Neurons

- 50 to 100 billion nerve cells act as information specialists in the brain and spinal cord.
- Tens of billions of messages travel as electro-chemical impulses every few seconds of every day of your entire lifetime.
- Some single nerve cells, such as the sciatic nerve in your leg, contain dendrite branches 3 feet long.
- Along these large nerve fibers, impulses travel up to 290 miles per hour.

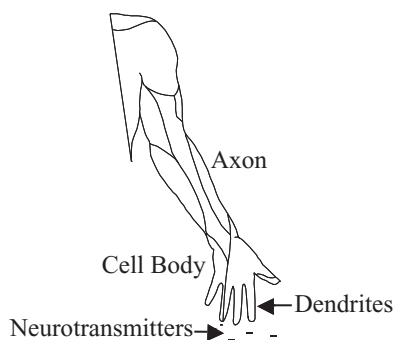


Figure 2.1.5: An arm and hand can show how a neuron works.

Brain Growth

The human brain has evolved over time to a three-pound mass of tissue, sparking with electro-chemical interactions. Our jaws and teeth have grown smaller, infancy and childhood last longer, and we physically mature and reproduce at an older age. All these evolutionary adaptations have reserved both time and energy to devote to brain development.

Human Thought

With the advantages of a larger brain and more processing power, humans now are able to solve problems, make decisions, and generate options. Emotions are now rich and complex, giving us the ability to fall in love, nurture each other, and hope for a better future. The wonder of a more highly developed limbic system and neocortex is lived out each day in processes we often take for granted.

Looking closely at complex processes such as learning, and understanding how these events occur can bring further advantages. With understanding comes the ability to make choices to improve our lives. And these choices can literally make our physical body work better by increasing the size, number, and connections between neurons, the basic cellular building block of the human nervous system.

Growing Dendrites, Making Connections

The billions of nerve cells connect to each other in billions of combinations, forming trillions of pathways for nerve signals to follow. This results in dendritic growth. The dendrites continue to grow throughout your lifetime.

Neural Plasticity

In addition to adding and refining neural networks through the growth of dendrites, the human brain is capable of adapting specialized nerve function for another critical use when called upon to do so.

Neural plasticity concerns the property of neural circuitry to potentially acquire (given appropriate training) nearly any function. For example, the connections between the eye and primary visual cortex suggest that neural circuits are wired by evolution exclusively for sight.

Key Note Term

neural plasticity – concerns the property of neural circuitry to potentially acquire (given appropriate training) nearly any function.

The brain's amazing adaptive ability has been demonstrated through the research of many scientists. Neural plasticity is an important adaptation. Similar to other tissue plasticities, it tends to occur when called upon for special skill development, or fine-tuning existing capabilities. For example, when a musician makes special demands for left hand skills in the process of learning how to play the piano, the brain adapts by increasing the number of neural circuits in the right primary motor cortex.

Similarly, the area of the brain devoted to the right index fingertip (what's known as the reading finger) is larger in Braille readers compared to that for their non-reading fingertips, or for sighted readers, according to researchers Pascual-Leone & Torres, 1993.

NOTE

To learn more about the research done by Pascual-Leone and Torres, go to <http://cogprints.ecs.soton.ac.uk/archive/00002255/00/buss.htm>.

Interesting Facts About Brain Growth

- We produce no new nerve cells after roughly the time of birth. These cells must be nurtured because they must work for the next 80 years or so.
- Our infant brain demonstrates on-the-job training; the brain is being used at the same time it is being assembled.
- We are fairly helpless at birth. Less than 1 percent of the portion of our brain circuitry that will be dedicated to receiving sensory information needed for perception and cognition is functional at that point.
- At birth, 100 billion nerve cells in our cerebral cortex set about wiring incredibly complex circuits (some 5,000 to 10,000 connections to each nerve cell).
- Through learning mechanisms in the brain, the brain continues to rewire and change its circuitry throughout our lives.

Memory Systems

Researchers have identified different types of neural systems that store memories, each with their own focus and purpose. Perhaps you've heard of long- and short-term memory. That's one way to categorize memory systems, in terms of how the brain intends to use the information—for short-term processing needs, or as a reference that will be useful to solve problems in the future.

Have you ever heard of the term “muscle memory”? Perhaps you're aware that people can ride a bike, swim, play the piano, or demonstrate a dance step after not doing those activities for many years. Recent research indicates that nerve fibers in the muscles, and not just the brain, are actually involved in some of this

long-term memory storage. It's as though, with enough repetition, the body will store signals to make body parts move in certain ways. That way, when the body is called upon to do those things, processing time is faster. You literally can do things "without even thinking about it."

Memory Storage

Recall the idea that both sides of the brain are processing sensory data about the same thing at the same time, but in different ways. This theory regarding how the brain hemispheres both specialize and synchronize was presented in the previous textbook section.

The research indicates that one system handles the detail work while the other creates a framework. The two systems are called *taxon* and *locale memories*.

Taxon memory handles rote memorization of data. Multiplication tables, spelling words, and the bones of the hand are examples of data that use the taxon memory system. It requires effort, such as repetition and practice, to store taxon memories (rote learning).

The locale memory system, on the other hand, stores mental maps. These are configurations of information connected to events or associated information (map learning).

Memory Retrieval

The brain has the ability to withdraw information stored in taxon memory more readily when they are stored as part of one of the locale memory system's mental maps. Anything you can do to increase the creation of a mental map, or schema, is critical to long-term memory storage.

For example, continuous, repeated practice is one way to aid memory and retrieval capacity. Another method is to create associations with things you already know, to take your understanding to a new level and enable application of the information in more complex ways.

Involving additional sensory systems is helpful to increase retrieval possibilities. Some people find using body movements will aid long-term storage and retrieval. These "kinesthetic/tactile learners" will recall a telephone number by repeating the movements needed to press the phone keys. Others might recall a rhythm or sound pattern formed when saying the numbers out loud. We'll further explore these interesting differences in Lesson 4, "Multiple Intelligences," later in this chapter.

Intelligence Defined

The ability to solve a problem is one way to define intelligence. Another way to describe intelligence is to talk about the ability to create something or to contribute in a tangible way to one's social system or culture.

These words describe a great deal of human activity. In fact, problem solving is one way experiments are designed to test the intelligence of other species. Researchers present a task to the animal and observe what resources she or he

brings to bear on the “problem” of task completion. For example, monkeys have been known to use sticks to access food or playthings.

The ability to solve a problem—from “the food is out of reach” to “how do we get to the moon”—or the capacity to create a product is how Howard Gardner defines intelligence in his theory of multiple intelligences. These capabilities are considered distinguishing characteristics of intelligent life. For Gardner to include a specific problem-solving style as a defined intelligence, the activity must meet additional criteria. For example, to make Gardner’s list, each particular intelligence must have specific regions of the brain specialized to support that function.

Note

Howard Gardner is the John H. and Elisabeth A. Hobbs Professor in Cognition and Education at the Harvard Graduate School of Education. He also holds positions as Adjunct Professor of Psychology at Harvard University, Adjunct Professor of Neurology at the Boston University School of Medicine, and Chair of the Steering Committee of Project Zero. To learn more about Gardner and his theory of multiple intelligences, go to <http://www.infed.org/thinkers/gardner.htm>.

Organisms that do not take in sensory information, process that information, and make decisions about what action to take based on that information are, by definition, less intelligent. The amoeba that takes in nutrients as it drifts around in the water is not solving problems. Its biological processes support food intake in that environment. Without a food source, it would die. It would not be capable of generating any options to enhance survival.

You, on the other hand, are capable of resourceful ingeniousness when it comes to solving problems in order to survive. For more information on this exciting subject, take a look at Lesson 4, “Multiple Intelligences,” later in this chapter.

Conclusion

Knowing how the brain functions should give you a better understanding for how we humans are so much alike, yet can behave and react to similar stimuli in completely different ways. Knowing how your brain works may make it easier for you to learn, communicate, and resolve conflict.

Lesson Review

1. Which section of the brain makes humans different than animals?
2. Name the three parts of the brain.
3. Which part of the brain senses time?
4. Explain how both sides of the brain process sensory data differently.

Lesson 3

Learning Style and Processing Preferences



Key Terms

auditory
kinesthetic
mode
motivation
perception
reflex
schema
sensory
tactile

What You Will Learn to Do

- Explain how learning styles and preferences can impact learning

Linked Core Abilities

- Build your capacity for life-long learning
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Assess the uniqueness of individual learning styles and preferences
- Distinguish among the three sensory (perceptual) systems
- Explain the essential elements of the learning process

Chapter 2

- Contrast an automatic and purposeful response to stimuli
- Explore how to expand beyond your current preferences
- Define key words contained in this lesson

Introduction

People learn in different ways. Learning is a complex, interrelated system of accessing information, getting it into the brain, and processing that information to solve problems or support activities.

Learning styles describe the various ways people gather as well as process information. Each of us has a propensity for looking, listening, or touching: some read the instructions for Monopoly, others ask to hear the rules explained, still others get the dice rolling and learn as they play. Furthermore, we each have our most productive time of day, favorite chairs to sit in, and other environmental factors that help us concentrate or feel energized.

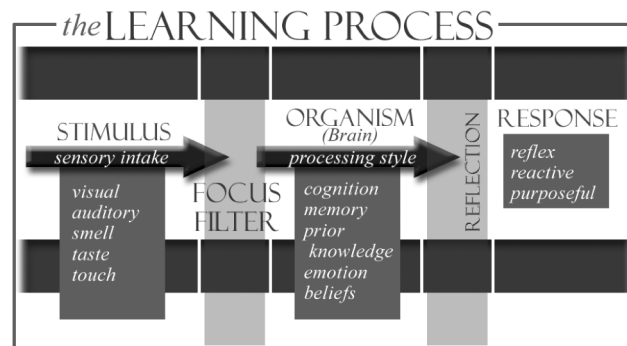
Understanding learning styles leads to success. After you know what learning environment works best for you and what your preferred learning style is, you will see how you can use your preferred learning style to move information through the learning process and to:

- Learn new information more quickly and efficiently.
- Remember new information for a longer period of time.
- Increase your ability to recall the information more quickly and completely for performance, discussion, or test taking.

The Learning Process

When you learn something, you are acquiring a skill, knowledge or attitude. The process of learning, shown in Figure 2.3.1, involves the ability to take in data, process it, store it, and retrieve it at a later time.

Figure 2.3.1: The learning process.



Your five senses (hearing, seeing, touching, tasting, and smelling) take in stimuli from the environment. The stimuli are subconsciously filtered, causing you to focus on some stimuli and ignore others. Those selected stimuli are sent to the brain (organism) for processing, where they are linked to prior knowledge, evaluated against your beliefs, and stored in memory. The stimuli, if encountered again, will then elicit a learned response.

If you touch a hot iron for the first time, the burning sensation is sent to your brain. The brain processes it as pain. This causes the **reflex** response of removing your hand quickly. The learned response, however, would be to not touch the iron again.

Preferred Learning Environment

Can you identify personal experiences that illustrate your preferences of a good learning environment? Can you recall times when learning frustrated you? If you examined each of those times, you would probably see that you were working outside of a preferred environment. The aspects of the learning environment that have an impact on the learning process are:

- **Sound**—Some people need it absolutely quiet in order to concentrate. Others work or study more effectively only if there is music or noise around them.
- **Light**—Too little or too much light can either inhibit or encourage learning. Many adolescents usually prefer soft or dim lights to study.
- **Design**—This refers to the formal or informal settings and furniture in the room where you study. For instance, do you use a desk or do you prefer the floor, bed, or just the chair?
- **Time of Day**—Some people are night people and others are early morning workers.
- **Food Intake**—This is your need to eat, drink, or chew gum while studying or working.
- **Social Aspects**—This is your preference to work or study alone, with a partner, or in a group.

Perceptual Modalities

Clearly our ability to learn is dependent upon our ability to take in, filter, select, process, and then apply new information.

We take in new information through our five senses: hearing, seeing, touching, tasting, and smelling. For most humans, three of the senses dominate our **perceptions**. Perceive means “to become aware of through the senses,” and **mode** simply means method, route or way. Thus, perceptual modality is another term used to describe the different **sensory** channels.

Humans tend to rely on seeing, hearing, and touching as the primary methods for taking in stimuli from our environment. Of course, a physical limitation

Key Note Term

reflex – denoting or of an involuntary action in which the motor nerves act in response to a stimulus from an impression made on the sensory nerves.

Key Note Terms

mode – method, route, or way

perception – awareness of one’s environment through physical sensation; ability to understand.

sensory – of or relating to an awareness or a mental process due to a stimulation of a sense organ.

Key Note Terms

auditory – of or pertaining to hearing.

kinesthetic – a sensory experience derived from a sense that perceives bodily movement.

tactile – of or relating to, or perceptible through, the sense of touch.

might exist that limits one of the senses and the person might have to adapt. In other mammals, dogs for example, smelling and tasting are highly developed.

Learning styles are often categorized according to a person's strongest sensory system; thus we have **auditory**, **kinesthetic/tactile** and visual learners.

The next lesson will explore several learning models that consider how preferences affect the learning process.

The Big Three—Auditory, Kinesthetic, and Visual

How do you gather information? What is your strongest sensory system?

Auditory learners are the listeners. This 30 percent of the population may need to repeat instructions, even silently, to mentally “hear” information as they commit it to memory. They learn well by discussing ideas and asking questions. They like cooperative learning and group projects.

Kinesthetic/Tactile learners gather meaning through touch and movement. All young children depend heavily on this strength, which is why it's so hard to walk through an art gallery with a small child who wants to “see” by touching. About 5 percent of the population holds onto this style throughout their adult lives, continuing to learn best through physical interaction.

About 65 percent of us are visual learners who gather information best by looking, reading, and watching. Visual learners may tune out spoken directions and favor illustrated explanations or charts. They “see” ideas in the mind's eye, remembering visual details from places they've visited.

Adaptive Systems

With increased use, our sensory systems—and their associated neural networks in the brain—become more sensitive and are able to process data more efficiently. In turn, people are able to come up with more skilled responses. For example, not only does the concert pianist have more finely tuned abilities to hear sound than the average person, but his or her fine motor skills, and the sensitivity of their very fingertips, are increased through the growth of neuronal connections. Thus the old adage “Practice makes perfect” actually has a physical reason for being true.

The brain can also adapt to meet specialized needs when there is a physical disability or injury. For instance, a non-hearing person handles sophisticated language tasks, like storytelling, with no auditory stimulus and limited ability to speak aloud. Most of us create language by making words come out of our mouth. However, a non-hearing person is likely to tell a story by using sign language.

Although some people think that each of us is born with given strengths, others believe that we develop strengths through our experiences and skill building activities. The bottom-line is that people have strengths. Being aware of your strengths allows you to leverage those strengths to achieve your goals and increases your ability to make an informed choice to develop in key areas.

Metacognition

You have the ability to bring your perceptions and processing into conscious consideration. We call this process thinking about thinking, or metacognition. It is the simple process of becoming more aware.

In the learning process, metacognition can be a valuable tool for self-development. Paying attention—becoming more aware of your perceptions and thoughts and more deliberate in your choice of responses—is all part of developing as a person.

Attention and Motivation

An important component of our learning is the process of directing our attention. This brings us squarely into the question of **motivation**. What do we focus on, and why?

Your motivation or personal interest is an important component of what you consciously choose to focus on. You may ask yourself:

- **What is the “payoff” or reward?**
- **Are you learning for pleasure or for the avoidance of pain?**
- **Are you “grades” oriented or “learning” oriented?**
- **Are you learning to please yourself or someone other than yourself (parent, friend, teacher, officer)?**

Data Selection and Attention

You have the ability to direct your attention and decide what to focus on. For the sake of efficiency, however, these decisions are often made subconsciously. Lots of data comes in all the time, and we can't and don't pay attention to all of it. A lot of this data, depending on your goals, is potentially unimportant, depending on your goals, and therefore distracting. A “go or no go” signal occurs to regulate the transmission of stimuli. Thus, the sound of the air conditioner or refrigerator, many details in the visual field, traffic noise, and so on are simply ignored in terms of conscious thought.

This physical fact reflects an important reality in the learning process. Given the billions of sensory messages taken in and processed constantly, a key activity stands out as extremely important—the ability to filter and select what data to focus.

When some stimuli are present over a period of time, we adapt to them. Continuing stimuli of constant intensity will stop activating the receptors; in other words, we “tune out.” Think about what this means about how you learn.

Key Note Term

motivation – to urge or push on.

If your teacher's voice drones on and on, same pitch, same tone, same type of words, your brain tends to switch off and filter that sensory input. Same thing if you keep trying to solve a problem the same way. The magic of active learning happens when you use a variety of stimuli. Even small changes can make a big difference in activating different regions of the brain.

Moving from a short lecture, to building something, to reading quietly, to talking over ideas with another student—this changes the manner in which information is taken in and processed. A mixture of activities will stimulate the brain with different types of impulses, to keep those receptors firing. Learning becomes even more activated when there are spaces in the constant data flow for quiet reflection.

Mental Filters

Not only is the data being absorbed, but it is also being evaluated against prior knowledge and then interpreted. After you have gathered your selected stimuli, you group them into a cluster that you can label, so that the label makes sense to you. This helps you to know, almost without thinking about it, whether it's safe to reach out and touch the hot iron.

You have a stored set of beliefs in your memory called a **schema**. The schema is an outline of the way things are, your own representation of reality. These beliefs cause you to monitor and select the stimuli you take in and to which you pay attention. These internal models limit the data you are curious about and explore.

Key Note Term

schema – a pattern imposed on complex reality or experience to assist in explaining it, mediate perception, or guide response.

Ladder of Inference

In his book, *The Fifth Discipline Field Book*, Peter Senge describes a type of schema called the Ladder of Inference, shown in Figure 2.3.2. In this model, we begin with real data or experience (stimuli), and from that “real data” we select the data to which we pay attention. Then we attach meaning to this selected data, make assumptions, and draw conclusions. From our conclusions, we adopt beliefs about the world, which then cause us to take actions, and help determine the data that we select the next time. This mental pathway can be a slippery slope that will often lead to misguided beliefs.

Note

Peter Senge is founding chair of the Society for Organizational Learning (SoL). His current areas of special interest focus on decentralizing the role of leadership in organizations so as to enhance the capacity of all people to work productively toward common goals.

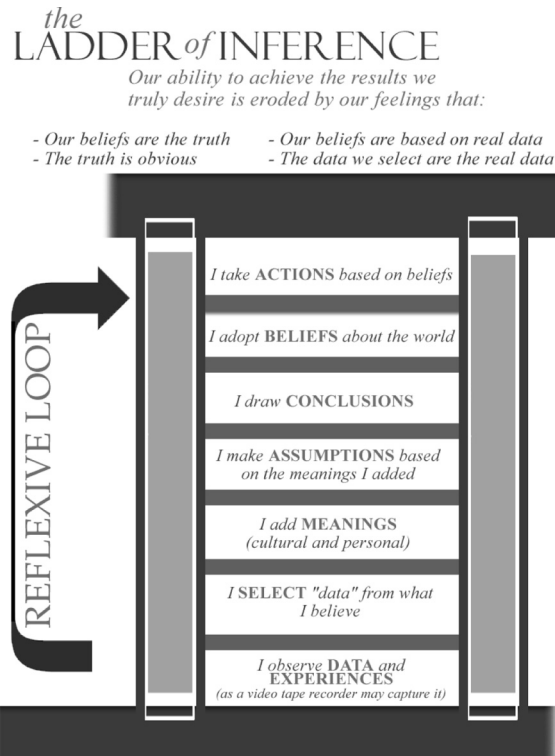


Figure 2.3.2: Peter Senge's Ladder of Inference.

For example, if you believe that a particular person doesn't like you, you tend to only see and hear those actions or statements that support your belief. This is another way you filter information.

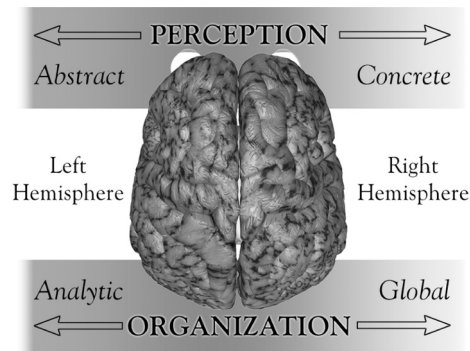
Processing Strengths

In addition to the preferred input modality, there are clear differences in processing preferences. This tends to break down in alignment with the right brain and left brain specializations discussed in an earlier lesson. For example, activities involving numbers, logic, word puzzles, sequential tasks, or analysis are normally more active on the left side of the brain whereas activities involving music, imagination, colors, or creative expressions are normally more active on the right side. As you grow, you continue to develop a brain preference; that is, you will prefer activity on one side of the brain over the other.

Figure 2.3.3 shows that during the memory phase of the learning process, learning occurs in both hemispheres. That is, both sides have the ability to perceive information, new ideas, and so on, then organize that information so you can later recall and use it.

Thus we have global and analytic learners, in accordance with the brain's ability to focus the abilities of the left hemisphere on details and of the right hemisphere on the big picture.

Figure 2.3.3: Learning occurs in both brain hemispheres during the memory phase.



In other words, besides visual, auditory, or kinesthetic intake strengths, people lean toward one of two styles for processing information: analytic (those individuals who see the individual elements most clearly) and global (those individuals who focus on the big picture).

Analytic Learners

Analytic learners examine information by breaking it down bit-by-bit and arranging it logically. One person's tidy suitcase displays a bent for order and sequence, as does a penchant for lists and punctuality.

An analytic learner is happiest when his or her life marches forward predictably, when he or she can follow a plan, and know the rules. Analytic learners are able to see the trees through the forest, which helps keep them (and those around them) rooted and productive.

Global Learners

Global learners, on the other hand, may miss a few trees, but they can surely see the forest. They organize by clustering information into groups. Their focus is drawn to the larger ideas underpinning the details; they concern themselves with the purpose behind the specifics.

Global learners can appear disorganized because of their impatience with minutiae and their willingness to jump between ideas in random ways. They'll bend rules—including schedules and deadlines—to fit what they see as a greater purpose.

We are all capable of absorbing data through any of our senses, and of processing new information in many different ways. This is a tribute to the brain's amazing adaptability and resourcefulness. Nonetheless, knowledge of our strengths and learning preferences helps us to understand our own processes, enabling us to make choices that will empower us as lifelong learners.

Is There One Best Way to Learn?

Your mind is the most powerful tool you will ever possess. You are accomplished at many skills and can process all kinds of information. However, when you have trouble accomplishing a particular task, you may become convinced that you can't learn how to do anything new. Not only is this perception incorrect, it can also damage your belief in yourself.

Every individual is highly developed in some abilities and underdeveloped in others. Many famously successful people were brilliant in one area but functioned poorly in other areas. Winston Churchill failed the sixth grade. Abraham Lincoln was demoted to a private in the Black Hawk war. Louis Pasteur was a poor student in chemistry. Walt Disney was fired from a job and told he had no good ideas. What some might interpret as a deficiency or disability may be simply a different method of learning. People have their own individual gifts—the key is to identify them.

There is no one “best” way to learn. Instead, there are many different learning styles, each suited to different situations. Each person's **learning style** is unique. Knowing how you learn is one of the first steps in discovering who you are. Before you explore your learning style, consider how the knowledge you will gain can help you.

What Are the Benefits of Knowing Your Learning Style?

Although it takes some work and exploration, understanding your learning style can benefit you in many ways—in your studies, the classroom, and the workplace.

Study Benefits

Most students aim to maximize learning while minimizing frustration and time spent studying. If you know your strengths and limitations, you can use techniques that take advantage of your highly developed areas while helping you through your less developed ones. For example, say you perform better in smaller, discussion-based classes. When you have the opportunity, you might choose a course section that is smaller or that is taught by an instructor who prefers group discussion. You might also apply specific strategies to improve your retention in a large-group lecture situation.

Following each of this chapter's two assignments, you will see information about study techniques that tend to complement the strengths and shortcomings of each intelligence or spectrum. Remember that you have abilities in all areas, even though some are dominant. Therefore, you may encounter useful suggestions under any of the headings. What's important is that you use what works. During this course, try a large number of new study techniques, eventually keeping those you find to be useful.

Reprinted from *Keys to Success: How to Achieve Your Goals*, Third Edition by Carol Carter, Joyce Bishop, and Sarah Lyman Kravits, (2001), Prentice-Hall, Inc.

Key Note Term

learning style – a particular way in which the mind receives and processes information.

Classroom Benefits

Knowing your learning style can help you make the most of the teaching styles of your instructors. Your particular learning style may work well with the way some instructors teach and be a mismatch with other instructors. Remember that an instructor's teaching style often reflects his or her learning style. After perhaps two class meetings, you should be able to make a pretty good assessment of teaching styles (instructors may exhibit more than one). Once you understand the various teaching styles you encounter, plan to make adjustments that maximize your learning. See Figure 2.3.4 for some common teaching styles.

Assess how well your own styles match up with the various teaching styles. If your styles mesh well with an instructor's teaching styles, you're in luck. If not, you have a number of options.

Bring extra focus to your weaker areas. Although it's not easy, working on your weaker points will help you break new ground in your learning. For example, if you're a verbal person in a math- and logic-oriented class, increase your focus and concentration during class so that you get as much as you can from the presentation. Then spend extra study time on the material, make a point to ask others from your class to help you, and search for additional supplemental materials and exercises to reinforce your knowledge.

Figure 2.3.4

Teaching Styles	
Lecture	Instructor speaks to the class for the entire period, little to no class interaction.
Group Discussion	Instructor presents material but encourages class discussion throughout.
Small Groups	Instructor presents material and then breaks class into small groups for discussion or project work.
Visual Focus	Instructor uses visual elements such as diagrams, photographs, drawings, transparencies, graphic organizers
Verbal Focus	Instructor relies primarily on words, either spoken or written on the board or overhead projector.
Logical Presentation	Instructor organizes material in a logical sequence, such as by time or importance.
Random Presentation	Instructor tackles topics in no particular order, jumps around a lot, or digresses.

Ask your instructor for additional help. For example, a visual person might ask an instructor to recommend visuals that would help to illustrate the points made in class. If the class breaks into smaller groups, you might ask the instructor to divide those groups roughly according to learning style, so that students with similar strengths can help each other.

“Convert” class material during study time. For example, an interpersonal learner takes a class with an instructor who presents big-picture information in lecture format. This student might organize study groups and, in those groups, focus on filling in the factual gaps using reading materials assigned for that class. Likewise, a visual student might rewrite notes in different colors to add a visual element—for example, assigning a different color to each main point or topic, or using one color for central ideas, another for supporting examples.

Instructors are as individual as students. Taking time to focus on their teaching styles, and on how to adjust, will help you learn more effectively and avoid frustration. Don't forget to take advantage of your instructor's office hours when you have a learning style issue that is causing you difficulty.

Career Benefits

Because different careers require differing abilities, there is no one “best” learning style. Develop self-knowledge through honest analysis and then accurately match what you do best with a career that makes the most of your strengths. Specifically, how can knowing your learning style help you in your career?

You will perform more successfully. Your learning style is essentially your working style. If you know how to learn, you will be able to look for an environment that suits you best. You will perform at the top of your ability if you work at a job in which you feel competent and happy. Even when you are working at a job that isn't your ideal, knowing yourself can lead you do on-the-job choices that make your situation as agreeable as possible.

You will be able to function well in teams. Teamwork is a primary feature of the modern workplace. The better your awareness of your abilities, the better you will be able to identify what tasks you will best be able to perform in a team situation. The better your awareness of personality traits—your own as well as those of others—the more skillful you will be at communicating with and relating to your coworkers.

You will be more able to target areas that need improvement. Awareness of your learning styles will help you pinpoint the areas that are more difficult for you. That has two advantages: One, you can begin to work on difficult areas, step by step. Two, when a task requires a skill that is tough for you, you can either take special care with it or suggest someone else whose style may be better suited to it.

Now that you know you have something to gain, look at some ways you can explore your particular learning style.

Learning Results

So, what are the tangible results of learning? If your parents ask, “What did you learn today?” can you answer the question accurately and completely?

The basic response to new information is to check it against what you already know, and then to either discard it, store it, or act on it. As we’ve discussed, you can do some of this processing unconsciously. When threatened, people can react quickly without rational thought. Detailed memories are stored of events that happen very quickly. That’s why a smell or sight can trigger a memory long forgotten—the memory is stored intact, the connections are there, and the whole thing can come back in vivid detail when triggered.

It is important to be able to recall information when you need it, and to make connections between different things you’ve learned. These connections, linking new stimuli to prior knowledge, are called mental maps. The amazing thing is that your brain can actually improve by increasing the number of connections, and in the clarity of your internal mental maps.

These mental maps, or reference points, are among your greatest assets for taking in new data quickly and easily. You need them to have a framework, or schema, in which to store the data. Otherwise, your brain may drop data out of short-term memory without storing long term, or your brain may store information in a way that prevents access to it.

Conclusion

The learning process enables you to acquire knowledge, skill, and attitudes. As you become more aware of how you learn, you’ll be able increase your abilities to absorb new information, and apply it in new situations. You’ll also remember information longer and improve your recall ability.

Knowing how you prefer to learn and understanding how you do learn are very important aspects that can help you to succeed in school, in your employment, and in your career.

Lesson Review

1. Give an example of your preferred learning environment. Why do you prefer this?
2. Are you an auditory, kinesthetic, or visual learner? Why?
3. Do you consider yourself an analytical or a global learner? Why?
4. Define the term “schema.”

Lesson 4

Multiple Intelligences



Key Terms

bodily/kinesthetic intelligence
interpersonal intelligence
intrapersonal intelligence
logical/mathematical intelligence
musical/rhythmical intelligence
naturalist intelligence
verbal/linguistic intelligence
visual/spatial intelligence

What You Will Learn to Do

- Use your intellectual strengths to improve academic performance

Linked Core Abilities

- Build your capacity for life-long learning
- Apply critical thinking techniques

Skill and Knowledge You Will Gain Along the Way

- Assess Gardner's impact on the understanding of intelligence
- Identify the eight types of intelligences
- Distinguish between inter- and intra-personal

Chapter 2

- Examine how to strengthen intelligence
- Define the key words contained in this lesson

Introduction

In his book, *Frames of Mind*, Howard Gardner introduced his theory of Multiple Intelligences. Almost immediately, his theory took the educational community by storm. There are books, instructional strategies, tests, learning centers, and research studies centered on his theory that each individual is intelligent in a unique way. He asserts there is no single way of being smart and that the question should be “How are you smart?” not, “How smart are you?” With that question, he revolutionized the thinking about the definition of intelligence.

Note

Howard Gardner holds positions as Adjunct Professor of Psychology at Harvard University, Adjunct Professor of Neurology at the Boston University School of Medicine, and Chair of the Steering Committee of Project Zero. To learn more about Dr. Gardner, go to <http://www.pz.harvard.edu/PIs/HG.htm>.

Everyone is different from everyone else in appearance, interest, ability, talent, and personality. The brain is no exception. We all have different kinds of minds. We use our different intelligences to solve problems, to choose a profession, and to excel in different aspects of our lives. Some of us are good with language; we talk and write easily, tell good stories, and express our thoughts clearly. Others of us are designers who can decorate a room, design a house, or landscape a yard. Some are artistic and can create songs, draw paintings, play an instrument, or choreograph dances. Others are scientists or inventors who can solve problems, study issues, or do experiments. And some are team players that are good at working with, understanding, and influencing other people.

Eight Kinds of Intelligence

Traditionally, intelligence has been associated with certain standardized tests, such as the I.Q. test or the SAT; however, these tests only measure verbal and mathematical abilities. Gardner, on the other hand, defines intelligence as the “ability to solve problems or create products that are valued in one or more cultures or communities.” He believes that, among other criteria, intelligence is universal to all human beings, regardless of where you live or your culture.

Gardner has identified eight intelligences:

- **bodily/kinesthetic**
- **visual/spatial**
- **logical/mathematical**
- **verbal/linguistic**
- **naturalist**
- **musical/rhythmical**
- **interpersonal**
- **intrapersonal**

He believes there are more types of intelligence, but only eight have met his stringent criteria for inclusion. You can think of these as “languages” that most people speak, and that can be understood regardless of cultural, educational, and ability differences. A description of all eight intelligences is listed below.

Bodily/Kinesthetic Intelligence

Bodily/kinesthetic intelligence is the gift of physical prowess, coordination, fitness, and action. It is manifested in the skills of athletic performing, dancing, doing, experiencing, fixing, forming, making, and repairing.

Learning activities that tap into this intelligence include: acting; body language; choreography; constructing; energizers; experiments; field trips; games; learning centers; manipulating; pantomimes; role play; sports; and use of materials and tools.

Visual/Spatial

Visual or spatial intelligence is the gift of visually representing and appreciating concepts, ideas, and information (visual thinking). People who possess this intelligence like to draw, build, design, and create things.

Learning activities that tap into this intelligence include: artwork; blueprints; cartoons; designs; drawings; films; graphic organizers; illustrations; layouts; photography; manipulatives; maps; models; murals; posters and charts; props; sculptures; storyboards; and videotapes.

Logical/Mathematical

Logical/mathematical intelligence is the gift of reasoning and thinking in symbols and abstractions. It is manifest in the skills of calculating, computing, problem solving, and logic. If you have strong logical/mathematical intelligence, you are a “questioner.”

Learning activities that tap into this intelligence include: analogies; computer games; deductive and inductive reasoning; formulas; graphs and information organizers; learning logs; outlines; problem-solving; puzzles; statistics; surveys; symbols; and time lines.

Key Note Terms

bodily/kinesthetic intelligence – the gift of physical prowess, coordination, fitness, and action.

visual/spatial intelligence – the gift of visually representing and appreciating concepts, ideas, and information (visual thinking).

Key Note Term

logical/mathematical intelligence – the gift of reasoning and thinking in symbols and abstractions.

Key Note Term

verbal/linguistic intelligence – strong language and literacy skills.

Key Note Terms

musical/rhythmical intelligence – the gift of melody, music, rhyme, rhythm, and sound.

naturalist intelligence – environmental awareness.

Key Note Terms

interpersonal intelligence – the gift of working with people and understanding the complexities of human relationships.

intrapersonal intelligence – the gift of inner thought, self-awareness, and self-reflection.

Verbal/Linguistic

If you are endowed with **verbal** or **linguistic intelligence**, you have strong language and literacy skills. You are good at listening, reading, speaking, and writing.

Learning activities that tap into this intelligence include: biographies; books; crosswords; debates; dialogues; discussions; email; internet searches; letters; magazines and newspapers; poems; readers' theater; reports, research, short stories; speeches; and storytelling.

Musical/Rhythmical

Musical or **rhythmical intelligence** is the gift of melody, music, rhyme, rhythm, and sound. It is manifested in the skills of playing an instrument, vocal performance, appreciation of sounds and music, and timing and patterns.

Learning activities that tap into this intelligence include: ballads, cheers and chants, choirs, tapping, drumming, folk songs, imitations, jingles, percussions, raps, songs, and sound reproductions.

Naturalist

A **naturalist intelligence** is an environmental awareness. If you have this kind of intelligence, you understand the interrelationships of the natural world. It is manifested in the skills of classifying, observing, appreciating, and understanding the nature, recognizing patterns in nature, and identifying the impact and consequences on the environment.

Learning activities that tap into this intelligence include: astronomy; bird watching; ecology; environmental issues; field studies; gardening; geology; native plants; nature walks; outdoor education; mythologies; pattern identification; recycling; and weather forecasting.

Interpersonal

People with **interpersonal intelligence** are “socializers.” They have the gift of working with people and understanding the complexities of human relationships. It is manifested in the skills of caring, collaborating, communicating, empathizing, leading, and peacemaking. They like to work in groups.

Learning activities that tap into this intelligence include: case studies; class discussions; classroom roles and responsibilities; constructivism; cooperative learning; group projects; interviews; jigsaw; pen pals; service learning; shared homework, structured conversations; team building; and tutoring.

Intrapersonal

Intrapersonal intelligence is the gift of inner thought, self-awareness, and self-reflection. It is manifested in the skills of goal setting, self-assessing, and self-regulating. People with intrapersonal intelligence prefer to work alone.

Learning activities that tap into this intelligence include: authentic assessments; autobiographies; calendaring; choice theory; diaries; goal setting; independent reading; meditations; metacognition; personal essays; personal planning time; portfolios; quiet or reflection time; reflective or response journals; and rubrics.

Conclusion

Understanding how your own body works to support the learning process helps you to become a more active learner. We all have multiple intelligences; however, some are stronger than others. As you engage in learning activities that are compatible with how your brain takes in, processes and stores information, learning will occur more naturally, and comprehension and recall will increase. The power to learn quickly and to apply what you've learned is in your hands when you know how the process works.

Lesson Review

1. List the eight kinds of intelligence.
2. Which learning activities tap into musical/rhythmical intelligence?
3. Do you possess more interpersonal or intrapersonal intelligence? Why?
4. Define the term "intelligence."

Chapter 3

Study Skills

Lesson 1

Thinking Maps®



Key Terms

analogy
Brace Map
Bridge Map
Bubble Map
Circle Map
Double Bubble Map
Flow Map
Multi-Flow Map
relating factor
Tree Map

What You Will Learn to Do

- Use Thinking Maps® to enhance learning

Linked Core Abilities

- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Relate thinking to learning
- Correlate thinking processes to the eight Thinking Maps
- Use Thinking Maps® to visually depict a learning objective
- Define key words contained in this lesson

Chapter 3

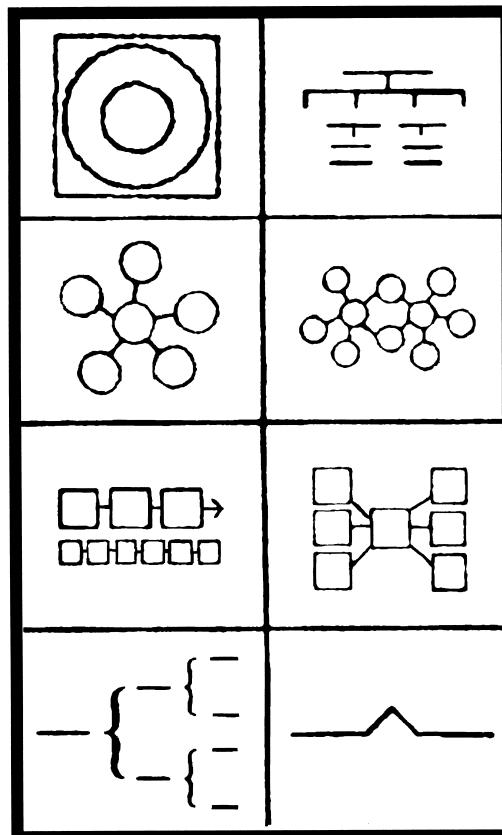
Introduction

Describing an item or a concept can be difficult. It's probably not hard for you to describe a flower or a dog, but it might be difficult to keep your description organized in your mind. And what gets even trickier is when you're asked to describe or define main and supporting ideas of a story, or the cause and effect of a specific action. Your thoughts and ideas can easily get confused, or you might even forget some of your descriptions and conceptual thoughts.

Thinking Maps® were created to help you organize your thinking so that you can construct knowledge, much like an engineer uses a certain set of tools to build a new bridge. This lesson introduces you to Thinking Maps®, and covers how each of the eight Maps shown in Figure 3.1.1 can be used to develop a common thinking-process language. Keep in mind as you read through this lesson how thinking and learning go hand in hand.

Figure 3.1.1: The eight Thinking Maps®.

INTRODUCING THINKING MAPS®



Types of Thinking Maps®

Thinking Maps® are visual learning tools. Each Map is based on a fundamental thinking process, such as describing a quality, sequencing, classifying, and comparing and contrasting, and can be used together as a set of tools for showing relationships. These Maps—the Circle Map, Bubble Map, Double Bubble Map, Tree Map, Brace Map, Flow Map, Multi-Flow Map, and Bridge Map—all serve a specific purpose for different types of thinking processes. The following sections describe the eight types of Thinking Maps®, and how they can best aid you in your learning process.

The Circle Map

The Circle Map, shown in Figure 3.1.2, is used for brainstorming ideas. It is used to define in context and answer the question, “How are you defining this thing or idea?” In the center of the circle, use a word, number, picture, or any other sign or symbol to represent an object, person, or idea you are trying to understand or define. Write or draw any information that puts this object, person, or idea into context. This type of map shows the most random type of thinking.

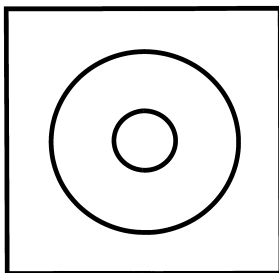
The square around the map is a frame of reference. It tells how you know or learned about the context. A frame of reference can be used with any type of Thinking Map.

The Bubble Map

The **Bubble Map** (see Figure 3.1.3) is used to describe qualities of a person, place, or thing. In the middle circle, write the name of the object that you want to describe; then, in the six surrounding circles, write the adjectives or adjective phrases that describe that object, and answer the question, “Which adjective would best describe this object?” By the time your Bubble Map is finished, it may look similar to a web or a cluster.

Bubble Maps are also useful for developing vocabulary, distinguishing between fact and fiction, and valuing/evaluating. Bubble Maps should not be used for brainstorming. The Circle Map is best for that.

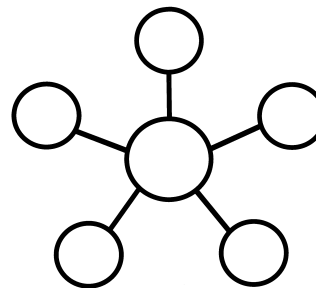
CIRCLE MAP



Defining in Context

Figure 3.1.2: The Circle Map.

BUBBLE MAP



Describing

Figure 3.1.3: The Bubble Map.

Key Note Term

Circle Map – a tool used for brainstorming.

Key Note Term

Bubble Map – a tool used for describing qualities.

Key Note Term

Double Bubble Map – a tool used to compare and contrast.

Key Note Term

Tree Map – a tool used for classifying and categorizing.

Key Note Terms

Brace Map – a tool used to analyze a physical object and its parts.

Flow Map – a tool used to determine sequencing.

The Double Bubble Map

The **Double Bubble Map** is used for comparing and contrasting. In the larger center circles, write the words for the two items or objects being investigated (see Figure 3.1.4). In the middle bubbles, use adjectives, adjective phrases, and other terms that show similarity between the two objects and answer the question, “What are the similarities and differences?” In the outside bubbles, as connected respectively to the two objects, write the words that describe their different qualities.

The Tree Map

Figure 3.1.5 shows a **Tree Map**, used for classifying and categorizing objects and ideas according to common qualities, information about the category, and answers the question, “What are the main ideas and supporting details of the topics?” On the top line, write the category name. On the second level of lines, list the subcategories and then below each sub-category, write the specific members.

Tree Maps can be used for hierarchical classifications as well as for informal groupings of themes, concepts, and ideas.

Brace Map

The **Brace Map** is used to analyze physical objects and shows part-whole relationships. It answers the question, “What are the part of the whole physical object?” On the line to the left, write the name of the whole object. On the lines within the first brace to the right, write the major parts of the object; then follow within the next set of braces with the subparts of each major part (see Figure 3.1.6).

Brace Maps can also be used to identify the anatomy of any object as well as developing special reasoning.

The Flow Map

If you need to sequence or order information, use the **Flow Map**, as shown in Figure 3.1.7. It answers the question, “What happened?” In the outside rectangle, write the name for an event or sequence. In the larger rectangles, flowing from left to right, write in the major stages of the event. In the small rectangles below, write in the substage of each major stage.

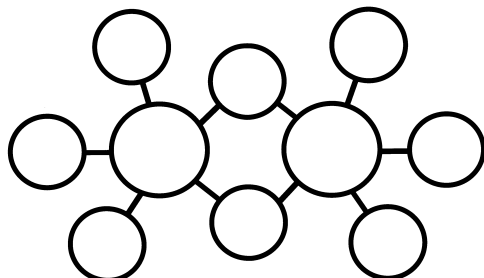
DOUBLE BUBBLE MAP**Comparing-Contrasting**

Figure 3.1.4: The Double Bubble Map.

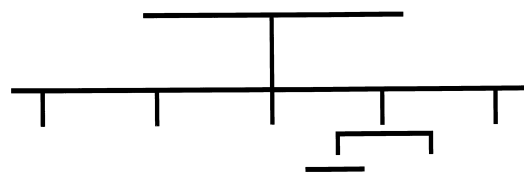
TREE MAP**Classifying**

Figure 3.1.5: The Tree Map.

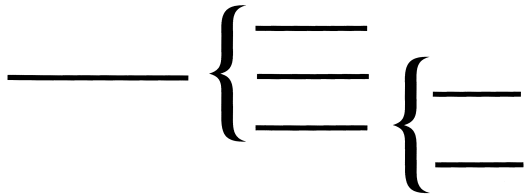
BRACE MAP**Whole-Parts**

Figure 3.1.6: The Brace Map.

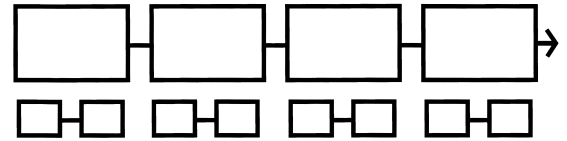
FLOW MAP**Sequencing**

Figure 3.1.7: The Flow Map.

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Other uses for the Flow Map include the sequence of a plot, a timeline, order of operations, and framing long-term outcomes.

The Multi-Flow Map

The **Multi-Flow Map** is used for showing and analyzing cause-and-effect relationships. It answers the question, “What are the causes and effects of the event?” In the center rectangle, as seen in Figure 3.1.8, write an important event that has occurred. On the left side of the event, write the causes of the event; on the right side, write the effects of the event.

As you identify more causes and effects, add them to the map. If you are studying a system, you will find that there are effects in the system that, in turn, influence initial causes. This circular cause-and-effect relationship is called a feedback loop.

The Bridge Map

The **Bridge Map** gives you a tool for applying the process of seeing **analogies**, and answers the question, “What is the guiding metaphor?” On the line to the far left, write the **relating factor**. On the top and bottom of the left side of the bridge, write the first pair of things that have this relationship. On the right side of the bridge, write the second pair of relationships that have the same relationship. The line of the bridge represents the relating factor that is “bridged over” from one side of the analogy to the other. This is shown in Figure 3.1.9.

Key Note Term

Multi-Flow Map – a tool used for seeing cause and effect.

Key Note Terms

Bridge Map – a tool used for seeing analogies.

analogies – agreements, resemblances, or correspondence between different objects; explanations based on the similarities of two things.

relating factor – the similar phrase that fits both sides of an analogy.

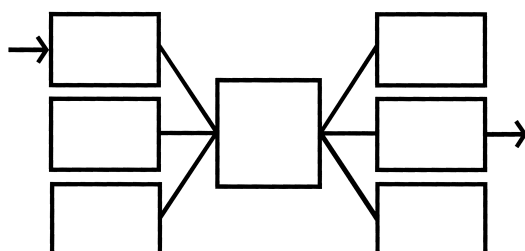
MULTI-FLOW MAP**Cause-Effect**

Figure 3.1.8: The Multi-Flow Map.

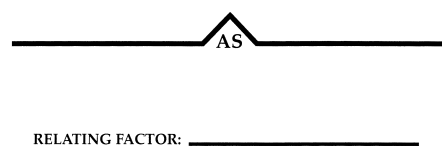
BRIDGE MAP**Seeing Analogies**

Figure 3.1.9: The Bridge Map.

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Conclusion

Each Thinking Map® defined in this lesson was designed to help you develop a consistent way to process your thinking so you can learn more effectively. From brainstorming to comparing/contracting, from sequencing to seeing analogies, Thinking Maps® are tools that can aid you in keeping your ideas organized, your research easy to read, and also provide ways to stimulate your thinking.

Lesson Review

1. Give an example of when you'd use a Circle Map.
2. Why would you not want to use a Bubble Map for brainstorming?
3. Explain how a Brace Map can be used in the study of geography.
4. Define the term "analogy."

Lesson 2

Reading for Meaning



Key Terms

analogy
antonym
appositive
comprehension
concept
context
hypothesis
inventory
mood
prediction
property
purpose
strategy
synonym

What You Will Learn to Do

- Select reading comprehension strategies to enhance learning

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Identify the purposes of reading
- Distinguish among reading comprehension strategies

Chapter 3

- Distinguish among the types of context clues readers use to determine word meaning
- Recognize how to apply vocabulary strategies to enhance vocabulary context
- Relate vocabulary in context strategies to reading comprehension
- Define the key words contained in this lesson

Introduction

Every day you are bombarded with things to read—junk mail, billboards, newspapers, magazines, and books. Sometimes it is hard to decide what to read and what to throw away. You read for many reasons: to gain information, for entertainment, to pass the time, or to study. If you want to improve your reading skills, read as much as you possibly can. You should read everything interesting—even backs of cereal boxes and comic books will increase your reading speed and comprehension. Soon, reading will come easily and it will be more enjoyable. But, do not give up looking for the types of material that you find interesting. All it takes is one good book and you will be enjoying the written word for all it is worth.

Reading is a communication skill that many people find difficult; however, similar to the other communication skills, practice will make reading easier and more enjoyable. This lesson covers a few guidelines you can follow that may make reading simple and more pleasurable.

Previewing

Preview (or scan) the material, especially a book, before you begin to read it. Previewing consists of looking over the table of contents, index, and title page. Search for familiar concepts and ideas that the material discusses. Do not spend too much time previewing, but do allow enough time to become familiar with the contents.

Questioning

After you preview the material, make a list of questions related to the topic about which you are reading. Your preview should help you come up with relevant questions. Make your questions detailed. Remember that you can increase your knowledge by asking questions. Also, your reading will be more directed because you will be looking for specific answers.

The following are three different kinds of questions you can ask to gain better understanding of what you are reading.

- **Empirical Questions.** These questions ask for information contained in the material that you are reading. They are questions to which the answers are factual. An example of an empirical question is “When did this event take place?”
- **Value Questions.** These questions reflect values or point of view. Answers to value questions are based on opinion. An example of a value question is “Do I agree with the principles expressed in this book?”
- **Analytical Questions.** These questions ask for a definition of what we mean by the words used in the question. Often they need to be asked before the other two types of questions are asked. For example, if you were asked, “How much of the material in this lesson did you comprehend?” you would first have to ask the question, “How do you measure comprehension?”

You will use all three types of these questions during your studies.

Reading and Note Taking

After you have previewed your material and developed questions about the material, you are ready to read. Clear your mind of all personal challenges, open up the book, and begin the first page slowly. Keep a dictionary nearby so you can look up unfamiliar words as you go along. As you read, take notes in the column of the book (if it is your own book) or on a separate sheet of paper. You will be making an **inventory** of the information in the topic.

Schedule breaks during your reading. Do not try to read for a long period of time or you may become bored or sleepy. Also, do not read little sections at a time or you may easily become confused and distracted. Allow yourself at least half-hour intervals of reading time and then reward yourself with a five-minute break. During your break, walk around, stretch, or get a glass of water or a piece of fruit, but have the self-discipline to return to your reading after the five-minute period is over.

As you progress in school, your instructors will require you to do research, give speeches, and prepare reports on material that may or may not be familiar to you. To complete these assignments, you may have to read as much material on your given subject as you can. Because you are reading for a **purpose** other than enjoyment, it may be helpful to first scan the material, then read it and take notes.

Taking notes on your reading gives you the opportunity to pick out the facts that are important to you. You will also remember what you are reading because you have to translate the material into your own words. Reading combined with note taking is an excellent way to remember important facts and to become familiar with new and challenging material.

Key Note Terms

inventory – an itemized list of current assets; a survey of natural resources; a list of traits, preferences, attitudes, interests or other abilities used to evaluate personal characteristics or skills.

purpose – something set up as an object or end to be obtained.

Outlining

Outlining is an important part of reading. After you have read through the material once, create an outline. Your outline should capture the main points or ideas and answer the questions that you came up with earlier. If you have a large reading assignment, you may find it easier to outline sections of the material rather than trying to outline the entire assignment at once. You will find outlining a helpful tool for you when it is time to review the material you have read for a test.

Hints for Difficult Reading

Sometimes, you must read about difficult subjects. During times of difficult reading, use the following suggestions to assist you in understanding the material better:

- **Look for key words in your material.**
- **Hold a mini-review at the end of each paragraph. When reading a paragraph, you will see that it contains a main idea or topic. Notice that the other sentences support the main idea. If you determine what the main idea is first, you will better understand the concept of the paragraph.**
- **Listen as you read the material aloud.**
- **Ask an instructor questions about the material.**
- **Find a tutor who can help you to understand the material better.**
- **Explain what you have read to another person.**
- **Take notes while you read the material; make an outline when you finish reading.**
- **After reading your material, take a break from it. Work on or think about other projects.**
- **Find another book, reference materials, and/or textbooks that cover the same topic. Sometimes other books can describe the same topic and concepts more clearly.**
- **Imagine that what you are reading is real. Look at the pictures in the book and develop mental pictures in your mind about the material. Try to imagine that you are a part of them.**
- **Keep a dictionary nearby so you can look up unfamiliar words as you read.**

Key Note Terms

prediction – something that is foretold on the basis of observation, experience, or scientific reason.

strategy – the art of carefully devising or employing a plan of action or method designed to achieve a goal; the art or science of planning and directing large-scale military operations and campaigns.

Reading Comprehension Strategies

The following reading comprehension strategies will assist you in gaining a better understanding of what you read.

Directed Reading–Thinking Activity (DR–TA)

The DR-TA reading comprehensive **strategy** is used to **predict** or define the author's purposes for writing the material you are reading. When you read, select relevant data, evaluate it, and use it to form predictions of the content of

the material based on the information that you acquire. In this lesson, you can predict that the author wants to help you improve your reading comprehension.

GIST

Have you heard the expression, “Did you get the gist of the movie?” Gist means the main point of the movie. In the GIST reading comprehensive strategy, the letters actually stand for Generating Interactions between Schemata and Text. The strategy asks you to focus on short passages in your reading, three to five paragraphs in length, and create summaries for each passage in a structured step-by-step process. This will help you comprehend, or get the gist of the passage.

Think-Alouds

Think-Alouds help you monitor your comprehension and apply self-correction strategies to get the most out of your reading. Five strategies that can be used during think-alouds are:

- **Develop a hypothesis by making predictions.** For example, by reading the introduction in this lesson, you can make a prediction that this lesson is about learning how to become a better reader.
- **Develop images by describing the pictures forming in your mind from the information that you are reading.** For example, when you continue with the lesson, you might picture yourself reading a schoolbook.
- **Link new information with your prior knowledge by sharing analogies.** For example, while reading this lesson, you remember how you became a better football player when you approached each game with a plan. You now apply that **analogy** to becoming a better reader by following the plan in this lesson.
- **Monitor comprehension by verbalizing a confusing point.** For example, sometimes it can help your comprehension by “talking through” a point in the reading that might be confusing.
- **Regulate comprehension by demonstrating strategies.** For example, if your predictions about the meaning of this lesson turns out not to be what you originally thought, you can talk it through until you can comprehend the correct meaning of the lesson.

Question-Answer Relationships (QARS)

As stated earlier in this lesson, one of the guidelines to help you become a better reader involves asking questions about the material that you have read. The type of question you ask must be based on the information you need to answer the question. In this reading comprehension strategy, you must draw on two different information sources to answer your questions: the information in the material that you read and the information inside your head. For example, you can find the answer to the question, “What are some hints to help you understand difficult reading?” in the lesson material. However, if your question was, “Does one hint work better for you than another?” you would have to rely on your knowledge of what works best for you.

Key Note Terms

hypothesis – an assumption or concession made for the sake of argument; an interpretation of a practical situation or condition taken as the ground for action.

analogy – resemblance in some particulars between things otherwise unlike.

Vocabulary Comprehension

Reading forms the basis of your study skills. An active learner pursues information on his or her own through reading. Class reading assignments provide a chance for you to practice all the skills you have learned from this chapter. This lesson covers vocabulary comprehension.

Studying vocabulary increases word recognition. As you read, you recognize the meaning of words and interpret the information in the text. The more you read, the more new words you acquire and understand. This builds your vocabulary, makes reading become easier and faster, and raises your reading comprehension.

Three Strategies to Improve Vocabulary Comprehension

The following sections show you strategies to help improve vocabulary comprehension: context clues, word structure, and word mapping. Each clue will help you build your vocabulary and get more out of what you read.

Context Clues

Learning the meaning of words from the **context** of your reading material can be the most useful strategy to increase your vocabulary comprehension. Using the context that surrounds an unknown word helps to reveal its meaning.

There are several different types of context clues that you can use to find the meaning of a word within the context of what you are reading. They are:

- **Definition.** The author equates the unknown word to a word that is known or more familiar to you. For example, “Physiology is a branch of biology that deals with the functions and activities of life or of living matter (as organs, tissues, or cells).”
- **Synonyms.** The author pairs the unknown word with a synonym or other closely related words. For example, “The President’s wife possessed the traits of a promising leader: wisdom, judgment, and sagacity.”
- **Comparison Clues.** Often an unfamiliar word is used in a comparison with a familiar word. Your knowledge of the familiar word may help you figure out the meaning of the new one. For example, “The thatch in the roof was as likely to burn as any other straw.”

Another example of a comparison clue is the use of an **appositive**. An appositive uses two adjacent nouns that refer to the same thing. For example, using the words poet and Burns adjacent to each other in the phrase “a biography of the poet Burns” helps define both words.

- **Contrast Clue.** In a comparison clue, you learn that a new word is like a known word. In a contrast clue, you learn that a new word is different from the known word. For example, “At night the street was pacific, unlike the crowded, noisy chaos it was during the day.”

Key Note Term

context – written or spoken knowledge that can help to illuminate the meaning of a word or passage.

Key Note Term

appositive – a grammatical construction in which two usually adjacent nouns having the same referent stand in the same syntactical relation to the rest of a sentence; as the poet and Burns in “a biography of the poet Burns.”

- **Examples in Context.** You can predict the meaning of an unfamiliar word when it is used with an example of a familiar word. For example, “At the show we saw magicians, ventriloquists, and other performers.”
- **Inferring Meaning from Context.** The author sets a **mood** (ironic, serious, funny, etc.) in which the meaning of the unknown word can be hypothesized. For example, “The tormented lion roared in pain as he tried to escape from his captors.”

Word Structure

Sometimes a word can give clues to the meaning in its structure. Analyzing the word’s structure and **properties** is a vocabulary strategy that you can use to figure out the word’s meaning. When you approach an unknown word, you can guess at its meaning by breaking down the parts of the word.

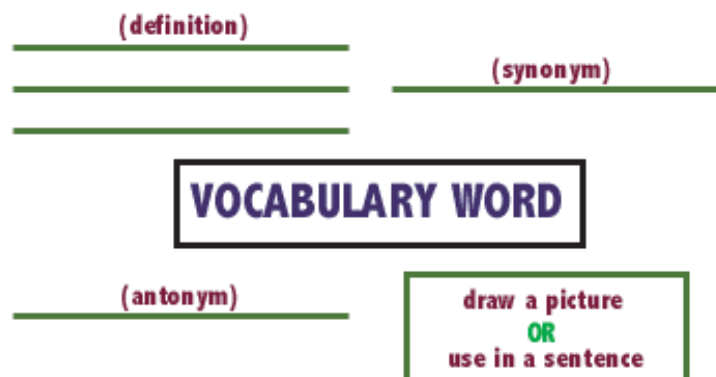
Longer words can be some of the most difficult to figure out, but they can be put into categories that will help you.

- **Compound words** are two known words joined together. Examples include *matchmaker*, *bookkeeper*.
- **Words that contain a familiar stem to which an affix (prefix or suffix) has been added.** Examples include *microscope*, *tasteless*.
- **Words that can be broken down into regular pronounceable parts.** Examples include *subterfuge*, *strangulate*.
- **Words that contain irregular pronounceable parts so that there is no clear pronunciation.** Examples include *louver*, *indictment*.

Word Mapping

A vocabulary word map is a graphic organizer that helps you think about new words or **concepts** in several ways.

To build a word map, start by entering the new word in the middle of the map; then fill in the rest of the map with a definition, synonyms, antonyms, and a picture to help illustrate the new word. This is shown in Figure 3.2.1.



Key Note Terms

mood – a conscious state of mind or predominant emotion.

property – a quality of trait belonging and especially peculiar to an individual or thing.

Key Note Term

concept – an abstract or generic idea generalized from particular instance.

Figure 3.2.1: Building a word map.

Visual Imaging

When you use visual imaging, you think of a word that either looks like or sounds like the word whose meaning you are trying to learn. Thinking of the picture of the look-alike word and/or image will help you remember the word and its meaning.

For example, the word *potable* means suitable for drinking. You can break the word down to a familiar word, pot. You can then associate the word pot with something you can put in it, such as water. When you see the new word potable you will picture a pot with water for drinking and remember that the word potable means something suitable for drinking.

Some suggestions that may help you include:

- **Read. The more you read, the more words with which you will come in contact.**
- **Use newfound vocabulary in your everyday communication (writing, speaking).**
- **Become familiar with the glossary of your textbooks.**
- **Become familiar with the dictionary. Understand the pronunciation keys as well as why there are multiple meanings for words.**
- **Try to learn five new words a day. Use them when communicating. This practice will help you retain the words in your long-term memory.**

What Are Some Challenges of Reading?

Everyone has reading challenges, such as difficult texts, distractions, a lack of speed and comprehension, or insufficient vocabulary. Following are some ideas about how to meet these challenges. Note that if you have a reading disability, if English is not your primary language, or if you have limited reading skills, you may need additional support. Most colleges provide services for students through a reading center or tutoring program. Take the initiative to seek help if you need it. Many accomplished learners have benefited from help in specific areas.

Working Through Difficult Texts

Although many textbooks are useful learning tools, some may be poorly written and organized, perhaps written by experts who may not explain information in the friendliest manner for nonexperts. Because texts are often written to challenge the intellect, even well-written texts may be difficult to read.

Generally, the further you advance in your education, the more complex your required reading is likely to be. You may feel at times as though you are reading a foreign language as you encounter new concepts, words, and terms. Assignments can also be difficult when the required reading is from *primary sources*—original documents rather than another writer’s interpretation of these documents—or from academic journal articles and scientific studies that don’t define basic terms or supply a wealth of examples. Primary sources include:

Reprinted from *Keys to Success: How to Achieve Your Goals*, Third Edition by Carol Carter, Joyce Bishop, and Sarah Lyman Kravits, (2001), Prentice-Hall, Inc.

- **historical documents**
- **works of literature (novels, poems, and plays)**
- **scientific studies, including lab reports and accounts of experiments**
- **journal articles**

The following strategies may help you make your way through difficult reading material:

Approach your reading assignments head-on. Be careful not to prejudge them as impossible or boring before you even start to read.

Accept the fact that some texts may require some extra work and concentration. Set a goal to make your way through the material and learn, whatever it takes.

When a primary source does not explain concepts, define them on your own. Ask your instructor or other students for help. Consult reference materials in that subject area, other class materials, dictionaries, and encyclopedias. You may want to create your own minilibrary at home. Collect reference materials that you use often, such as a dictionary, a thesaurus, a writer's style handbook, and maybe an atlas or computer manual (many of these are available as computer software or CD-ROMs). "If you find yourself going to the library to look up the same reference again and again, consider purchasing that book for your personal or office library," advises library expert Sherwood Harris.

Look for order and meaning in seemingly chaotic reading materials. The information you will find in this chapter on the SQ3R reading technique and on critical reading will help you discover patterns and achieve a greater depth of understanding. Finding order within chaos is an important skill, not just in the mastery of reading but also in life. This skill can give you power by helping you "read" (think through) work dilemmas, personal problems, and educational situations.

Managing Distractions

With so much happening around you, it's often hard to focus on your reading. Some distractions are external: the telephone or a child who needs attention. Other distractions come from within, as thoughts arise about various topics; for example, a paper due in art history or a Web site that you want to visit.

Identify the Distraction and Choose a Suitable Action

Pinpoint what's distracting you before you decide what to do. If the distraction is *external* and *out of your control*, such as outside construction or a noisy group in the library, try to move away from it. If the distraction is *external* but *within your control*, such as the television or telephone, take action; for example, turn off the television or let the answering machine answer the phone.

If the distraction is *internal*, different strategies may help you clear your mind. You may want to take a study break and tend to one of the issues that worries you. Physical exercise may relax and refocus you. For some people, studying while listening to music helps to quiet a busy mind. For others, silence may do the trick. If you need silence to read or study and cannot find a truly quiet environment, consider purchasing sound-muffling headphones or even earplugs.

We all have distractions. Talk with or write one of your close friends about the proactive way in which you are dealing with your distractions. Solicit your friend's perspective on how he or she handles similar issues.

Find a Study Place and Time That Promote Success

Any reader needs focus and discipline in order to concentrate on the material. Finding a place and time to study that minimizes outside distractions will help you achieve that focus. Here are some suggestions:

Read alone unless you are working with other readers. Family members, friends, or others who are not in a study mode may interrupt your concentration. If you prefer to read alone, establish a relatively interruption-proof place and time, such as an out-of-the-way spot at the library or an after-class hour in an empty classroom. If you study at home and live with others, try putting a "Quiet" sign on the door.

Find a comfortable location. Many students study at a library desk. Others prefer an easy chair at the library or at home, or even the floor. Choose a spot comfortable enough for hours of reading but not so cushy that you fall asleep. Make sure that you have adequate lighting and aren't too hot or cold. Choose a regular reading place and time. Choose a spot or two that you like, and return often. Also, choose a time when you feel alert and focused. Try reading just before or after the class for which the reading is assigned, if you can. Eventually, you will associate preferred places and times with focused reading.

Turn off the television. For most people, reading and television don't mix.

Building Comprehension and Speed

Most students lead busy lives, carrying heavy academic loads while perhaps working a job or even caring for a family. It's difficult to make time to study at all, let alone handle the reading assignments for your classes. Increasing your reading comprehension and speed will save you valuable time and effort. Because greater comprehension is the primary goal and actually promotes faster reading, make comprehension your priority over speed.

Methods for Increasing Reading Comprehension

Following are some specific strategies for increasing your understanding of what you read:

Continually build your knowledge through reading and studying. What you already know before you read a passage will determine your ability to understand and remember important ideas. Previous knowledge, including vocabulary, facts, and ideas, gives you a **context** for what you read.

Establish your purpose for reading. When you establish what you want to get out of your reading, you will be able to determine what level of understanding you need to reach and, therefore, on what you need to focus. A detailed discussion of reading purposes follows later in this chapter.

Remove the barriers of negative self-talk. Instead of telling yourself that you cannot understand, think positively. Tell yourself: *I can learn this material. I am a good reader.*

Think critically. Ask yourself questions. Do you understand the sentence, paragraph, or chapter you just read? Are ideas and supporting examples clear? Could you explain what you just read to someone else? Take in the concepts that titles, headings, subheadings, figures, and photographs communicate to you.

Methods for Increasing Reading Speed

The average American adult reads between 150 and 350 words per minute, and faster readers can be capable of speeds up to 1,000 words per minute. However, the human eye can only move so fast; reading speeds in excess of 350 words per minute involve “skimming” and “scanning.” The following suggestions will help increase your reading speed:

- **Try to read groups of words rather than single words.**
- **Avoid pointing your finger to guide your reading, because this will slow your pace.**
- **When reading narrow columns, focus your eyes in the middle of the column. With practice, you’ll be able to read the entire column width as you read down the page.**
- **Avoid vocalization—speaking the words or moving your lips—when reading.**
- **Avoid thinking each word to yourself as you read it, a practice known as subvocalization.**

Expanding Your Vocabulary

Vocabulary is a work in progress—part of lifelong learning is continually learning new words. A strong vocabulary increases reading speed and comprehension; when you understand the words in your reading material, you don’t have to stop as often to think about what they mean. Improve your vocabulary by reading and writing words in context and by using a dictionary.

Reading and Writing Words in Context: Natural Language Development

Most people learn words best when they read and use them in written or spoken language. Although a definition tells you what a word means, it may not include a context. Using a word in context after defining it will help to anchor the information so that you can remember it and continue to build on it. Here are some strategies for using context to solidify your learning of new vocabulary words.

Use new words in a sentence or two right away. Do this immediately after reading their definitions while everything is still fresh in your mind.

Reread the sentence where you originally saw the word. Go over it a few times to make sure that you understand how the word is used.

Use the word over the next few days whenever it may apply. Try it while talking with friends, writing letters or notes, or in your own thoughts.

Consider where you may have seen or heard the word before. When you learn a word, going back to sentences you previously didn't "get" may solidify your understanding. For example, most children learn the Pledge of Allegiance by rote without understanding what "allegiance" means. Later, when they learn the definition of "allegiance," the pledge provides a context that helps them better understand the word.

Seek knowledgeable advice. If after looking up a word you still have trouble with its meaning, ask an instructor or friend to help you figure it out.

Use a Dictionary

When reading a textbook, the first "dictionary" to search is the glossary. The definitions there are usually limited to the meaning of the term as it is used in the text. Standard dictionaries provide broader information such as word origin, pronunciation, part of speech, and multiple meanings. Using a dictionary whenever you read will increase your comprehension. Buy a standard dictionary, keep it nearby, and consult it for help in understanding passages that contain unfamiliar words.

You may not always have time to use the following suggestions, but when you can use them, they will help you make the most of your dictionary.

Read every meaning of a word, not just the first. Think critically about which meaning suits the context of the word in question, and choose the one that makes the most sense to you.

Substitute a word or phrase from the definition for the word. Use the definition you have chosen. Imagine, for example, that you read the following sentence and do not know the word *indoctrinated*:

The cult indoctrinated its members to reject society's values.

In the dictionary, you find several definitions, including *brainwashed* and *instructed*. You decide that the one closest to the correct meaning is *brainwashed*. With this term, the sentence reads as follows:

The cult brainwashed its members to reject society's values.

Facing the challenges of reading is only the first step. The next important step is to examine why you are reading any given piece of material.

Why Define Your Purpose for Reading?

As with other aspects of your education, asking questions will help you make the most of your efforts. When you define your purpose, you ask yourself *why* you are reading a particular piece of material. One way to do this is by completing this sentence: "In reading this material, I intend to define/learn/answer/achieve . . ." With a clear purpose in mind, you can decide how much time and what kind of effort to expend on various reading assignments.

Achieving your reading purpose requires adapting to different types of reading materials. Being a flexible reader—adjusting your reading strategies and pace—will help you to adapt successfully.

Purpose Determines Reading Strategy

When you know why you are reading something, you can decide how best to approach it. Following are four reading purposes. You may have one or more for any “reading event”:

Purpose 1: Read for understanding. In college, studying involves reading for the purpose of comprehending the material. The two main components of comprehension are *general ideas* and *specific facts or examples*. These components depend on each other. Facts and examples help to explain or support ideas, and ideas provide a framework that helps the reader to remember facts and examples.

General ideas. Reading for a general idea is rapid reading that seeks an overview of the material. You search for general ideas by focusing on headings, subheadings, and summary statements.

Specific facts or examples. At times, readers may focus on locating specific pieces of information—for example, the stages of intellectual development in children. Often, a reader may search for examples that support or explain general ideas—for example, the causes of economic recession. Because you know exactly what you are looking for, you can skim the material quickly.

Purpose 2: Read to evaluate critically. Critical evaluation involves understanding. It means approaching the material with an open mind, examining causes and effects, evaluating ideas, and asking questions that test the writer’s argument and search for assumptions. Critical reading brings an understanding of material that goes beyond basic information recall.

Purpose 3: Read for practical application. A third purpose for reading is to gather usable information that you can apply toward a specific goal. When you read a computer manual or an instruction sheet for assembling a gas grill, your goal is to learn how to do something. Reading and action usually go hand in hand. Remembering the specifics requires a certain degree of general comprehension.

Purpose 4: Read for pleasure. Some materials you read for entertainment, such as *Sports Illustrated* magazine or the latest John Grisham courtroom thriller. Recreational reading may also go beyond materials that seem obviously designed to entertain. Whereas some people may read a Jane Austen novel for comprehension, as in a class assignment, others may read her books for pleasure.

Conclusion

Reading is an essential skill because you use it every day of your life. Do not allow weak reading skills to interfere with the life goals that you have set for yourself. You will need to be a good reader to succeed in school, obtain a job,

and advance in the work force. As with your other communication skills, you must practice reading daily to improve your reading skills.

Learning vocabulary is an on-going process. It continues throughout your entire life. Look at the following examples:

- at the age of 4 you probably knew 5,600 words
- at the age of 5 you probably knew 9,600 words
- at the age of 6 you probably knew 14,700 words
- at the age of 7 you probably knew 21,200 words
- at the age of 8 you probably knew 26,300 words
- at the age of 9 you probably knew 29,300 words
- at the age of 10 you probably knew 34,300 words

This demonstrates that the older you become, the more you learn, and the more vocabulary you will know. No matter what your age, you must continue to learn. Words are “symbols” for ideas. These ideas formulate knowledge which is gained largely through words.

[Some of the material used in this lesson was adapted from:

- Virginia Tech—Division of Student Affairs—Cook Counseling Center at www.ucc.vt.edu
- Mrs. Dowling’s Virtual Classroom at www.dowlingcentral.com/MrsD.html
- Context Area Reading: Literacy Across the Curriculum]

Lesson Review

1. How does previewing material help your comprehension?
2. Compare and contrast empirical, value, and analytical questions.
3. Explain three hints for difficult reading.
4. How does note taking help you remember important facts?

Lesson 3

Study Habits that Work for You



Key Terms

allocate
aural/auditory
compare
contrast
efficient
enumerate
inference
interpret
justify
paraphrase
prove

What You Will Learn To Do

- Develop personal study and test-taking strategies

Linked Core Abilities

- Build your capacity for life-long learning
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Relate personal learning preferences to study habits
- Identify effective study skill strategies
- Identify test preparation strategies
- Distinguish among various note-taking tips and strategies
- Define key words contained in the lesson

Chapter 3

Introduction

The word *studying*, as used here, includes homework assignments along with writing papers, and seeking information to prepare presentations. To write a paper you must perform research, arrive at critical judgments, and put your thoughts into coherent sentences and logical paragraphs. To prepare for a presentation, you perform the same tasks, but are further required to stand and present before others.

Good study skills support:

- **Being efficient.** You are probably busy and you want to get as much out of your study time as possible. You need to study as much material as possible in the amount of time that you spend.
- **Being effective.** You want good results for the amount of time that you spend. You want to take good notes and commit them to memory so you do not have to do the studying over.
- **Taking tests.** The more that you learn the first time when you study, the less you need to do before the test.
- **Demonstrating the basics.** You can produce good written assignments and presentations.

Other skills can be included, such as identifying resources, taking good notes, and researching information. These skills support your personal goals and your desire to increase your general knowledge. As an active learner, you do not just use study techniques for homework. If you identify a topic of interest or a career goal not included in your school subjects, you can pursue it. If you want to know about the early attempts of women pilots, a biography on your favorite musician, or how to make ice cream, you can find the information.

Study skills include:

- **Comprehending (understanding what you read)**
- **Thinking critically and objectively**
- **Thinking creatively and subjectively**
- **Identifying patterns**
- **Using reference materials**
- **Identifying resources**
- **Using time wisely**
- **Selecting strategies**

Key Note Term

efficient – productive of desired effects; productive without waste.

Developing an Effective Study Strategy

A strategy is a plan of action especially for attaining a goal. The word **strategy** implies a plan. Develop a strategy to use these study skills for homework and schoolwork. Your strategy reflects what you think works for you. If you think a study suggestion will not work for you, try to think what would. For example, is it easier for you to study alone or with a group? After you have decided to study, keep the following hints in mind:

- **Choose a quiet place where you can study.**
- **Study at one particular time each day. Do not change the time that you study.**
- **Avoid noise and distractions.**
- **Ask friends and family to support your efforts while you are studying.**
- **Learn to say no to distractions: the phone, friends, chores, and TV. Hang a “Do Not Disturb” sign on your door.**
- **Allow sufficient time for sleep.**
- **Schedule 50-minute blocks of study.**
- **Schedule as much study time as possible during daylight hours.**
- **Clear your mind of all thoughts when you are trying to remember something.**
- **Give yourself a break, include some leisure time.**

Personal Learning Preferences

You need to find the reading, writing, and study approaches that fit your schedule, your learning style, and your learning needs. The strategy factors and recommendations are probably things all students can agree on, but where, how, and when you study involves your personal preferences.

Productive studying occurs when you have everything you need when you begin. Being prepared is a signal to your mind that you are ready to study seriously and accomplish your objectives.

SQ3R—A Reading/Study System

You often read textbooks in the same way you read books for entertainment—you read without stopping from the first page to the last page of the chapter. This works when you are reading novels, but it is not likely to help you understand and retain what you read in your textbooks. Survey/Question/Read/Recite/Review (SQ3R) provides a different study system for reading textbooks that will increase your understanding and retention of what you read.

The steps for SQ3R include:

- **Survey** – Before you read a chapter, do a quick reading to get an overview. Look at the headings, chapters, and setup of material.
- **Question** – Establish the purpose of your reading. Ask yourself: Why am I reading this? What am I looking for? When your mind is actively searching for answers to questions, it becomes engaged in learning.
- **Read** – A slow, thorough reading aimed at understanding the content will help find answers to the questions you first raised.
- **Recite** – Reciting material as you go, exercising your **aural** ability to learn, retrains your mind to concentrate and learn as it reads. **Paraphrase** what you have read into your own words.
- **Review** – Reviewing is an ongoing process. Check the accuracy of your recall with the text you have read.

No study technique is guaranteed 100 percent of the time. It is important to decide when to use each study technique. Different study strategies work best in different situations.

Time Management

Some students seem to study well without trying. How is it that some students easily manage their study time while others cram hopelessly at the last minute? The answer is simple: People who manage their time wisely will plan well ahead.

Writing down your plan of study makes your responsibilities less overwhelming. Use the following as an example of your plan.

Manage Your Time

- **Monitor your time**—set priorities on your assignments.
- **Reflect on how you spend your time.**
- **Be aware of when you are wasting your time.**
- **Use “dead time” wisely** (time between classes, waiting for a bus, riding the bus).
- **Identify your most productive time.**

Keep a “To Do” List

- **Write down things that you have to do.**
- **Decide priorities**—what to do at the moment, what to schedule later, what someone else can do.

Key Note Terms

aural – of or relating to the ear or to the sense of hearing; of, relating to, or experienced through hearing.

paraphrase – a restatement of a text, passage, or work giving the meaning in another form.

- Check off items you have done to give yourself a sense of completion.
- Know that the satisfaction of “crossing off” the completed task can yield a sense of accomplishment and reward.

Use a Planner Calendar (Daily/Weekly/Long-Term Planner)

- Use a planner so you can always plan ahead.
- Enter dates for course quizzes, exams, important papers, project deadlines, holidays, breaks, and study days.
- Write down assignments, appointments, classes, errands, and meetings.
- Always check the next day’s schedule. Go to sleep knowing you are prepared for tomorrow.
- Review course work each week.

Check Up

- Ensure you are using your time to the best of your advantage.
- Ensure you are studying when you planned to study.
- Determine if there are areas where you can use your time more efficiently.

Post your calendar and study plans in your study area. Chart your progress, check off finished tasks and give yourself a periodic studying check-up.

Making the Most of Class Time

Attending classes takes a large part of your day. Here are a few hints to help you get the most out of the time that you spend in class.

- **Be prompt.** Always be on time for class. When you’re late, it shows a lack of interest, and can be disruptive to other students.
- **Be prepared.** Do your homework and review your notes before class to prepare to ask questions. Prepare for discussion courses before class.
- **Ask your questions about the last assignment before the teacher starts the new class.**
- **Attend with attention.** Avoid distractions, concentrate as the instructor covers the content, and listen before writing.
- **Take notes.**
- **Be sure you understand homework assignments before leaving the class.**
- **Schedule time to go over the classroom material after class.**

Listening

Preparation before class makes listening in class easier. Know what to expect so that you will know what to listen for. Good listening skills are an important part of your life. If you listen well, you will improve your study, speaking, and writing skills. Effective listening enables you to comprehend information then process it to formulate new ideas and to make sound decisions—essential characteristics that are necessary for communicating properly.

Note-Taking

Good reading and listening skills are the basis for effective note-taking. Developing good note-taking skills takes lots of practice and experimenting until you find a style that you like.

Concentrate in class to get the most out of note-taking. When you need to clarify a point, ask questions. Be specific. Leave blanks for words, phrases, or ideas that you missed, and fill in the gaps later. If the teacher emphasizes or writes a special point on the blackboard, put it in your notes. Always record the teacher's examples.

Pay as much attention to note-taking in the last few minutes of class as you would during the beginning and middle of the class. Reading assignments before class, being alert in class, and reviewing your notes after class will help you to perfect your personal note-taking style.

Test-Taking Techniques

Two essentials for test taking are knowledge and attitude. You are in control of these two essential factors—knowledge and attitude.

Knowledge means that you are prepared. As an active learner, you are most likely knowledgeable about the topics on which you will be tested. You are studying all the time to gain that knowledge about the changing topics as you advance in your studies.

Attitude can help you control your feelings prior to an exam. You are calm and cool. Your attitude can help you do well on a test. Work on your attitude before going into the test.

You also need knowledge about another area—test-taking techniques. After you are knowledgeable about these techniques, you don't have to study them again.

You should include the following in your test-taking techniques:

- **Have a strategy for taking the entire test.**
- **Recognize characteristics of specific question types and directions.**

You either know the material or you don't. Being nervous won't improve your performance. Being nervous can cause you to forget the material and lower your

Note-Taking Hints

Here are a few note-taking hints that can help you find a comfortable method:

- Do not try to write down every word that the speaker says.
- Condense the information.
- Listen for key phrases and transitions such as:
 - “the four causes were”
 - “to sum up”
 - “therefore”
 - “in conclusion”
 - “in summary”
 - “this is important”
 - “remember”
 - “memorize”
 - “you should know.”
- Listen for information that the speaker repeats; it is probably important.
- Words such as “because,” “in addition,” and “later” are normally keys to relationships that the speaker is presenting.
- If you miss something, ask the speaker to repeat it.

grade. When you are tense and anxious, you drain energy away from your test performance. Tell yourself that you will do well. Repeat positive statements to yourself.

Some sample positive statements follow:

- **I can keep my cool because I studied. I'll put that information together in inspired new ways that help me shine.**
- **Tests are challenges, but I can do it.**
- **I can keep calm and think logically.**
- **I planned my work so I didn't have to cram.**
- **I'll stay calm and let my memory work.**
- **I think extremely well during tests.**

Preparing for Tests

The best preparation for taking tests is to keep up with assignments. Complete all study assignments when they are assigned, and take notes in class and while studying. Keep a copy of all previous study materials and all graded work.

Review your class notes each day. At the end of each week, review all reading assignments.

The old expression “a picture is worth a thousand words” means that visual pictures impress the memory better than verbal thoughts. For example, students who routinely visualize what they read in books perform better on tests.

When a test is announced or anticipated, identify the material that will be covered in a test. For best test-taking results, you should create a study plan for yourself. Determine what review material you have and how much time you have to study for the test; then make a schedule for yourself. Divide the study material into small, easily completed chunks. For example, during one study period, review your class notes. In the next study session, review your homework.

Divide your study time to help you overcome any fears you may be experiencing. Familiarize yourself with test question styles and directions. Keep calm and cool; think positively. And, **allocate** your time carefully.

On the day of the test, follow these tips to help you achieve your best results.

- **Arrive early.**
- **Take your seat and breathe deeply.**
- **Let go of negative feelings about the test.**
- **Pace the test by looking over the entire test and allotting your time, or look over as much of the test as you are allowed to see at one time.**
- **Read the test directions slowly and carefully before you answer the first question. Reread the directions if necessary.**

Key Note Term

allocate – to apportion for a specific purpose or to particular persons or things.

- **Pick the parts of the test that you know and do those first. Answer the easiest questions first. Don't spend a lot of time on the questions you need to figure out.**
- **Keep an eye on the time. Assess how much time you have to finish unanswered questions.**
- **Look for answers to the hard questions in other parts of the test.**
- **When you are unsure of the correct answer, try to eliminate the obvious wrong choices.**
- **Review your test answers before you turn them in.**

Taking the Test

Tests are composed of two main components: the directions or directives, and the test questions. You just learned that you should review the test directions to help you answer questions correctly, and that you should answer the easiest questions first. The following material will introduce you to several different question directives, followed by some helpful information regarding test question formats.

Directives

The following is a list of test directives and definitions. Test directives tell you how to answer questions.

Key Note Terms

compare – a test directive that requires you to examine qualities or characteristics to discover resemblances; usually stated as “compare with.” Similarities are usually emphasized; although differences can also be mentioned.

contrast – a test directive that stresses dissimilarities, differences, or unlikeness of things, qualities, events, and problems.

enumerate – a test directive that specifies a list or outline form of reply. In such questions, recount one by one the points required.

- **Compare**—Examine qualities or characteristics to discover resemblances. “Compare” is usually stated as “compare with.” You are to emphasize similarities, although differences may be mentioned.
- **Contrast**—Stress dissimilarities or differences of things, qualities, events, or problems.
- **Criticize**—Express your judgment on correctness or merit. Discuss the limitations and good points or contributions of the plan or work in question.
- **Define**—Definitions call for concise, clear meanings. You must keep in mind the class to which a thing belongs and whatever differentiates the particular object from all others in the class.
- **Describe**—In a descriptive answer, you should recount, characterize, sketch, or relate in narrative form.
- **Diagram**—If you are asked to diagram, present a drawing, chart, plan, or graphic representation in your answer. Generally, you are expected to label the diagram and in some cases add a brief explanation or description.
- **Discuss**—This word directs you to examine, analyze carefully, and present considerations both for and against the problem or topic involved. This type of question calls for a complete and detailed answer. As you discuss, you may compare, contrast, define, and describe.
- **Enumerate**—This word specifies a list or outline form of reply. In such questions, recount one by one the points required.

- **Evaluate**—This word specifies a careful appraisal of the problem, stressing both advantages and limitations. Evaluation implies authoritative and, to a lesser degree, personal appraisal of both contributions and limitations.
- **Explain**—In explanatory answers, you must clarify and interpret the material you present. In such an answer, state “how or why,” reconcile any differences in opinion or experimental results, and, where possible, state causes. Make plain the conditions that laid the foundation for the topic.
- **Illustrate**—This word requires you to explain or clarify your answer to the problem by presenting a figure, picture, or concrete example.
- **Inference**—When asked to infer, you are required to make a determination of a given problem based on the proposition, statement, or judgment considered as true within another problem.
- **Interpret**—An interpretation question is similar to one requiring explanation. You are expected to translate, solve, or comment upon the subject and usually to give your judgment or reaction to the problem.
- **Justify**—When you are instructed to justify your answer, you must **prove** or show your grounds for decisions. In such an answer, present evidence in a convincing form.
- **List**—To list is to enumerate. You are expected in such questions to present an itemized series or tabulation. Such answers should always be given in concise form.
- **Outline**—An outline answer is organized description. Give the main points and essential details. Omit minor details. Present the information in a systematic arrangement.
- **Prove**—A question that requires proof is one that demands confirmation or verification. Establish something with certainty by evaluating and citing evidence or by logical reasoning.
- **Relate**—If you are asked to relate or show the relationship, emphasize the connections and associations in descriptive form.
- **Review**—A review specifies a critical examination. Analyze and comment briefly in an organized sequence upon the major points of the problem.
- **State**—In questions directing you to specify, give, state, or present, you are called upon to express the high points in brief, clear narrative form. Omit details and illustrations or examples.
- **Summarize**—To summarize, give in condensed form the main points or facts of the problem or topic. Omit all details, illustrations, and elaboration.
- **Trace**—To trace, give a description of progress, historical sequence, or development from the point of origin. Such narratives may call for probing or deduction.

Question Formats

Tests are used to determine how much you know about a given subject. The questions are used to elicit response and come in many forms. Typically, questions can be objective or subjective in nature. Objective questions, such as multiple-choice and binary-choice, test your ability to recall, compare, or contrast information and to choose the right answer among several choices. The subjective question, such as an essay question, demands the same information

Key Note Terms

inference – a test directive; when asked to infer, you are required to make a determination of a given problem based on the proposition, statement, or judgment considered as true within another problem.

interpret – a test directive; you are expected to translate, solve, or comment on the subject and usually to give your judgment or reaction to the problem.

justify – a test directive where you are instructed to justify your answer; you must prove or show your grounds for decisions. In such an answer, present evidence in convincing form.

prove – a test directive with questions that demand confirmation or verification. Establish something with certainty by evaluating and citing evidence or by logical reasoning.

recall, but asks that you use critical-thinking strategies to answer the question and then organize, write, and revise a written response.

This section covers five question formats:

- **Multiple-choice**
- **Binary-choice**
- **Short answer**
- **Essay**
- **Reading comprehension**

Each question format is described with tips for answering the question format.

Multiple-Choice

Multiple-choice questions are the most popular format. Typically, you are given four possible answer choices and are asked to select the best answer, or most appropriate response.

Read the question carefully and determine if you are to select one correct response or select several correct responses.

An answer choice of “All of the above” is typically the correct answer. If more than one choice is correct, “All of the above” is probably correct as well.

If you don’t know the answer immediately, try to eliminate obviously incorrect answer choices. Also, you can check to see if any other question has the answer to your question or a clue as to the correct response.

Binary-Choice

Binary-choice questions are really multiple-choice questions with only two choices. Typical answer choices for this question format are the True/False, Yes/No, and Agree/Disagree.

Pay attention to qualifiers and negatives. Qualifiers like “never,” “always,” “none,” and “only” usually indicate a false statement. They require the question statement be 100 percent correct to be true. Qualifiers like “sometimes,” “often,” “generally,” and “frequently” usually indicate a true statement.

Negative words such as “can’t” and “no” can be confusing. Try to evaluate the statement without the negative word.

Short Answer

Short answer or fill-in-the-blank questions require you to know (recall) the answer; binary-choice and multiple-choice questions test your ability to recognize and select the correct choice amongst several possible choices.

Look for grammatical clues within the question to help you determine the correct answer. If you can think of several correct answers, let your teacher know and you may be rewarded with a clue as to the answer he or she is looking for.

Essay

Remember that the essay question is a subjective question that demands information recall, and also asks that you use critical-thinking strategies to answer the question; then organize, write, and revise a written response.

Start by identifying how much time you can devote to answering the question. Jot down key words or ideas so you can retrieve them later when writing your essay.

Begin with a strong sentence that clearly states your essay's main theme. Follow that with the key points that you will discuss. Expand upon your key points by writing a paragraph for each point.

Reading Comprehension

In reading comprehension questions, you read a short paragraph and answer questions about it. Comprehension is especially critical during test taking. You must read and interpret correctly the test directions, the questions, and the answers. Questions can relate to the reading's main theme. Questions may also ask for general or specific information about the reading material.

You will find it helpful to read the questions before you read the text.

Conclusion

Remember to divide your study time; keep calm and cool; and think positively. Becoming a good student does not happen automatically or overnight. It requires time and patience. Studying is a process that is learned through trial and error. You have to discover a strategy that works for you and adapt it for different learning situations. Most importantly, make studying a priority.

By understanding test-taking techniques, keeping a positive attitude, overcoming your fears, and following the tips for answering different questions formats found in this lesson, you will improve your test-taking ability.

Lesson Review

1. Which ten Hints for Studying will work for you? Which won't? Why?
2. List the study skills you might want to improve for yourself.
3. What would you add to your "to do" list today?
4. Define the term "paraphrase."

Chapter 4

Communication Skills

Lesson 1

The Communication Process



Key Terms

audience analysis
channel
feedback
mixed messages
noise
nonverbal
receiver
setting
verbal

What You Will Learn to Do

- Demonstrate how the communication process affects interaction between individuals

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe the communication model for interpersonal interactions
- Compare verbal and nonverbal means of communication
- Explain how to avoid mixed messages

Chapter 4

- Evaluate your communication style
- Define key words contained in this lesson

Introduction

Every day, one of your main activities is communicating with others. You communicate at home, at school, with your friends, and in the community. Some of you might also communicate in a job environment. For adults, communication at work can be the difference between success and failure.

The Need for Communication

You fulfill many different needs through communication, and effective communication can give you considerable pleasure. It is pleasing when you have a stimulating conversation with a friend. You are also pleased when you participate in a group discussion that leads to a solution for a problem. You are happy if a letter you write is answered, and it's confirmed that the recipient took what you said seriously.

Sometimes, however, communication does not work, and you end up feeling frustrated.

You have a disagreement with a friend and do not know what to say to fix it. There may be certain subjects your parents do not want to discuss at all. You write a message to someone and that person completely misunderstands what you said. It's very easy to misinterpret email and get a totally unexpected response.

Even though you have been communicating since birth, you might not always be as effective as possible. Effective communication seems to be a problem for many people.

All communication depends on understanding others and having them understand you. Much of your communication is intended to influence what people think and feel. Most of the time, you want someone to take some action as the result of your communication. You want a friend to spend vacation time with you; you want your friends to like each other; you want your parents to give you permission to go somewhere; you want your employer to more clearly answer a question you have.

Perhaps your most important need is to maintain and improve your relationships with others. You use communication to discover other people's needs and share your own needs with other people.

Our need for communication is important in all areas of our lives. To live is to communicate.

A Definition of Communication

Communication is a process in which people are able to transfer meaning between themselves. The communication process allows people to share information, ideas, and feelings. This is the transfer of meaning. When no meaning is transferred, no communication has taken place.

Seven Communication Skills

There are many ways to communicate. Your ability to read, listen, think, study, write, remember, and speak are the seven communication skills that will help you to express your feelings, knowledge, and ideas. Communication is innate within everybody; from the cries of a baby, to the smile of a friend, to the handshake of your doctor. Everybody uses communication skills differently. In JROTC, as in your other high school courses, you will have many opportunities to improve these skills.

Elements of Communication

The communication process is made up of various elements. These elements are communicators (senders), messages, receivers, channels (written words, sound, sight, radio, television), feedback, noise, and setting.

- **The communicator** is the originator of the message. Speakers, writers, artists, and architects can all be considered communicators.
- **The message** is made up of ideas, data, and feelings the communicator wants to share. The medium may be a speech, essay, painting, or building.
- **The channel** is the route traveled by the message as it goes between the communicator and the receivers.
- **The receiver** is the audience for whom the message is intended. The communicator must gain the receiver's attention to have effective communication.
- **Feedback** allows communicators to find out whether they are "getting through" to the receivers. You get feedback from your instructors, your parents, and your friends.
- **Noise** is interference that keeps a message from being understood. Physical noise keeps a message from being heard. For example, the physical noise of a loud television program may interfere with reading a letter. Psychological noise occurs when the communicators and the receivers are distracted by something. For example, the psychological noise caused by hunger can prevent concentration.
- **Setting** is the time, place, and circumstances in which communication takes place. It can also be considered the context and environment in which a situation is set.

Key Note Terms

channel – in communication theory, a gesture, action, sound, written or spoken word, or visual image used in transmitting information.

feedback – the return or a response to information, as in the evaluation of a communication; the return of evaluative or corrective information to the sender (point of origin).

noise – that which interferes with the successful completion of communication; a disturbance, especially a random and persistent disturbance, that obscures or reduces the clarity of communication.

receiver – one or more individuals for whom a message is intended.

setting – the context and environment in which a situation is set; the background; time, place, and circumstances in which a narrative, drama, or film takes place.

Communicating Effectively

After you understand the process of communication, you can begin to understand why communication does or does not work.

In an ideal situation, the message is perceived in the way it was intended. For example, you write an apology to your friend for a mistake that you made. If the friend accepts the apology, the communication worked. If the friend was offended by your message and the apology was not accepted, the communication did not work.

Your communication may not have worked due to a problem with the message (not written or spoken clearly), the channel used may not have been the best choice (writing a note rather than speaking in person), or psychological noise may have interfered (the recipient couldn't hear over loud noise in the room). Asking the right questions about why communication did not work is the best way to improve communication skills.

Most of us already have considerable communication skills. We have been sending and receiving verbal and **nonverbal** symbols all our lives.

Key Note Terms

nonverbal – being other than verbal; not involving words.

verbal – of, relating to, or associated with words.

Note

Verbal symbols utilize the words in a language to stand for a particular thing or idea. Nonverbal symbols allow us to communicate without using words. Facial expressions and gestures are examples of nonverbal symbols.

Nevertheless, we have all had times when we have not communicated as effectively as we should. You may have received a lower grade on a paper than you expected. You may have unintentionally hurt someone's feelings. An instructor may not have understood a question when you asked it in class.

You can work to increase the likelihood of effective communication. There are certain basic steps to follow when preparing any oral or written communication.

The following six steps for effective communication are not always used in sequence, nor are they exclusive of each other. Tailor them to your own style and approach; you will not use all these steps each time you communicate. These steps will help you focus your attention on how to increase your effectiveness as a communicator.

- **Analyze your purpose and your audience.** Make sure you know why you are communicating and to whom you are addressing your ideas. Knowing about the receivers of your communication is called an **audience analysis**.
- **Conduct the research.** Use a variety of resources.
- **Support your ideas.** Find facts, figures, statistics, and explanations that give credibility to your ideas. The more you can back up your ideas, the more your audience will understand what you are communicating.

Key Note Terms

audience analysis – the examination of the characteristics that describe the receivers of communication, to include categories such as age, background, education, political opinions, location, and so on.

- **Get organized.** Use an outline or notes to organize your ideas into a logical sequence. A logical sequence helps your audience follow along with you.
- **Draft and edit.** Use language to your best advantage. There may be many ways to express the same idea. Look for the best way. If you are unclear about what you are saying, you may be sending **mixed messages**.
- **Get feedback.** Test your work with one or more people. Testing your communication with others will ensure that you are not the only one that can make sense out of what you are saying.

Conclusion

Communication is how you transfer ideas to other people. Because communication does not always work as you intend, you must ensure that your message is delivered so you get your point across without any misunderstanding.

It's important to understand your audience and your purpose. You should conduct research and support your ideas. You should decide on an organization for your information and outline your ideas.

Follow the basic steps and people will pay attention to your ideas, and be impressed by your ability to express yourself.

Lesson Review

1. Name the various elements of communication presented in this lesson.
2. Define the term "communication."
3. Compare and contrast verbal and nonverbal communication.
4. Explain how getting organized might help you with a homework assignment.

Key Note Terms

mixed messages – communication transmitted by words, signals, or other means from one person, station, or group to another with unclear meaning to the receiver.

Chapter 4

Lesson 2

Becoming a Better Listener



Key Terms

hearing
listening
thought speed
trigger words

What You Will Learn to Do

- Use active listening strategies

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Explain how barriers prevent effective listening
- Compile a list of trigger words
- Identify four tips to improve effective listening skills
- Define key words contained in this lesson

Introduction

Listening is the neglected communication skill. We spend nearly half of our communication time listening, but few of us make any real effort to be better listeners.

Although all of us have had instruction in reading, writing, and speaking, we rarely get any training in listening. This seems like a misplaced emphasis when you consider that out of all the time we spend communicating (70 percent of our awake time), 10 percent of that time is spent writing, 15 percent is spent reading, 30 percent is spent talking, and an overwhelming 45 percent is spent listening.

Good listening is important to everyone. In the business world, listening is the communication most critical for success; but, listening also is important in other places—at home, in school, in houses of worship, in civic clubs, and at social gatherings. Listening is important, not only for gaining information, but also for the building of relationships.

Listening is the skill that can make or break a relationship. It is as important for you to understand the person as it is to understand what the person is saying. There is a lot more to listening than just understanding the meaning of words.

The Process of Listening

Listening is a complex process. It is an essential part of the total communication process. Unfortunately, it is a part that is often ignored. There are two reasons why this happens.

Speaking and writing, which are the sending parts of the communication process, are highly visible and are much easier to evaluate. You are much more frequently tested on what you read than on what you hear.

Also, we are not as willing to improve our listening skills. Much of this unwillingness results from our incomplete understanding of the listening process. To understand the process, we must first define it.

You can define the listening process as the process of receiving, attending, and understanding messages transmitted through the medium of sound. Often the steps of responding and remembering may follow. Figure 4.3.1 shows the flow of the message from the sender to the receiver, and what the receiver does when the message is heard.

Receiving

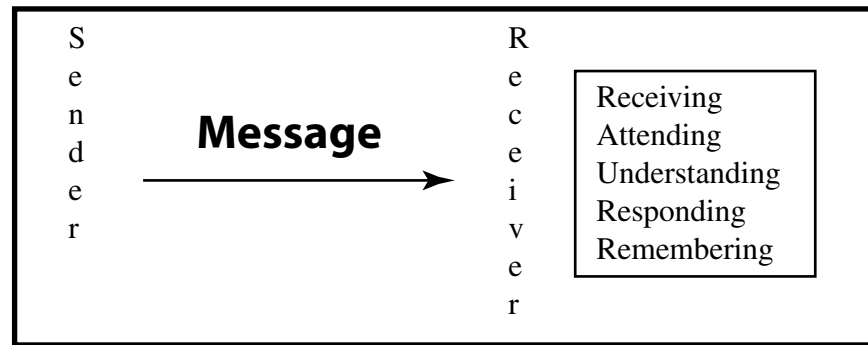
Speaking is the call to listening. The speaker has not communicated until the receiver interprets and understands the message sent. Remember that **hearing** and **listening** are not the same. *Hearing* is the reception of sound. *Listening* is the attachment of meaning to sound. Hearing is, however, a necessary step for listening, and an important component of the listening process.

Key Note Terms

hearing – to perceive by the ear; to listen attentively.

listening – making an effort to hear something; paying attention.

Figure 4.3.1: Process of listening.



Attending

Hearing is only the first part of listening. You must then interpret, appreciate, or evaluate what you are hearing. Good listening requires energy and concentration, even though you tend to think of it as an automatic process. After you have received a message, you must attend to it. Whether or not you attend to an incoming message is a choice you actually have to make. Until you pick up the math book and study for the test, you have not attended to the message that a “math test is tomorrow.”

Understanding

Effective communication depends on understanding. That is, effective communication does not take place until the receiver understands the message. Understanding must result for communication to be effective.

Responding

Sometimes, during communication, a response is appropriate. There are several types of responses.

- **Direct verbal responses.** These may be spoken or written.
- **Responses that seek clarification.** This involves asking for further information.
- **Responses that paraphrase.** You may say, “in other words, what you are saying is, . . .” A paraphrase gives the sender a chance to confirm that you understand the message.
- **Nonverbal responses.** Sometimes a nod of the head or a “thumbs up” may communicate that the message is understood.

Responding is a form of feedback that completes the communication transaction. It lets the sender know that the message was received, attended to, and understood.

Remembering

Memory is often a necessary and essential part of the listening process. What is the relationship between memory and listening? Understanding the differ-

ences between short-term memory and long-term memory will help explain the relationship.

With short-term memory, information is used immediately, as with looking up phone numbers. This type of memory can only hold a limited amount of information, and is very sensitive to interruption.

Long-term memory allows you to recall information and events hours, days, weeks, and sometimes years later. For example, think of all the things you can remember that happened to you as you were growing up.

Types of Listening

Different situations require different types of listening. You may listen to obtain information, improve a relationship, gain appreciation for something, make discriminations, or engage in a critical evaluation.

Although certain skills are basic and necessary for all types of listening (receiving, attending, and understanding), each type requires some special skills. Before you can fully appreciate the skills and apply the guidelines, you must understand the different types of listening.

Informative Listening

With this type of listening, the primary concern is to understand the message. Much of your learning comes from informative listening. For example, you listen to lectures or instructions from teachers, and what you learn depends on how well you listen. If you listen poorly, you are not equipped with the information you need. There are three key factors for informative listening.

- **Vocabulary.** Increasing your vocabulary will increase your potential for better understanding.
- **Concentration.** Sometimes it is hard to concentrate because more than one thing is going on at a time. Perhaps the listeners are preoccupied with other thoughts, or with their own needs. It may also be true that they are just not interested. Others have not learned how to concentrate while listening. They have not made themselves responsible for good listening. Concentration requires discipline, motivation, and acceptance of responsibility.
- **Memory.** You cannot process information without bringing memory into play. Memory helps informative listening in three ways. It provides the knowledge bank for you to recall experiences and prior information. It also allows you to create expectations and make decisions concerning what you encounter by calling on your past experiences. Finally, it allows you to understand what others say. Without memory of words and concepts, you could not communicate with anyone else and understand the meaning of messages.

Relationship Listening

The purpose of relationship listening is to either help an individual or to improve the relationship between people. Although relationship listening

requires you to listen for information, the emphasis is on understanding the other person. Three behaviors are key to effective relationship listening: attending, supporting, and empathizing.

- **Attending.** In relationship listening, attending behaviors indicate that the listener is focusing on the speaker. Little things such as nodding your head or saying “I see,” will let the speaker know that you are involved.
- **Supporting.** Many responses have a negative or non-supporting effect. For example, interrupting the speaker or changing the subject are not supportive. Sometimes the best response is silence. Three characteristics describe supportive listeners.
 - They are careful about what they say,
 - They express belief in the other person,
 - They demonstrate patience (they are willing to give the time).
- **Empathizing.** What is empathy? It is not sympathy, which is a feeling for or about another. Nor is it apathy, which is a lack of feeling. Empathy is feeling and thinking with another person. This characteristic enables you to see, hear, or feel as others do. It allows you to “walk in someone else’s shoes.” Empathetic listening is critical to effective relationship listening.

Appreciative Listening

Appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. The quality of appreciative listening depends in large part on three factors: presentation, perception, and previous experiences.

- **Presentation.** Presentation encompasses such factors as the medium (the form or way it is presented), the setting, or the style and personality of the presenter.
- **Perception.** Your attitudes determine how you react to and interact with the world around you. Perceptions are critical to how and whether or not you appreciate the things to which you listen.
- **Previous experiences.** Sometimes the experience you have had in the past influences how you appreciate or enjoy things. If you know too much about the topic, you may be too critical about it. If you associate pleasant experiences with the topic, you may have a more positive attitude toward the subject.

Critical Listening

Critical listening goes beyond appreciative listening because it adds the dimension of judgment. Critical listening is listening to comprehend and then evaluate the message. The ability to listen critically is especially essential in a democracy. For example, to make an informed decision in any governmental election, or to form intelligent opinions, you must be able to listen to all the information presented to you, evaluate what is relevant and what isn’t, and come up with your own ideas. Not knowing, understanding, or critically listening to the information leads to misunderstanding of any issue.

Discriminative Listening

By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the discriminative listener can detect both small and major differences in meaning. Small clues can strengthen relationship listening. Small differences in sound can enhance appreciative listening. Sensitivity to pauses and nonverbal cues allow critical listeners to more accurately judge not only the speaker's message, but the intentions of the message as well. There are three skills important for discriminative listening.

- **Hearing ability.** Obviously, for people who do not hear well, it is difficult to discriminate among sounds.
- **Awareness of sound structure.** Listeners that understand the structure of the language being used for the message will have an advantage in discriminative listening.
- **Ability to integrate nonverbal cues.** Words do not always communicate true feelings. The way they are said or the way the speaker acts may be the key to understanding the true or intended message.

Effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skill.

Barriers to Effective Listening

To become a better listener, it is important to understand the barriers that can get in the way of effective listening. After you understand these barriers, you can work to overcome them. These barriers include:

- **Laziness.** Effective listening can be hard work.
- **Internal distractions.** Sometimes you have a lot on your mind and it is hard to concentrate on what someone else is saying to you.
- **Past relationships.** Both a poor and an excellent past relationship with the speaker can affect how you listen.
- **Lack of trust.** Believing that the speaker has betrayed your trust or that the speaker does not have your best interests in mind is a barrier that can hinder effective listening.
- **Lack of self-confidence.** If the speaker does not sound confident, you will have a harder time staying focused on what you hear.
- **Prejudice.** Prejudice can effect how you hear the speaker as well as how you receive the information.
- **The “halo” effect.** If the speaker has an association with someone or something you already like, you are much more likely to be receptive to the speaker as well as the information. You may not question what you should question.
- **The “horns” effect.** If the speaker has an association with someone or something about which you have negative feelings, you may not listen the way you should.

- **External distractions.** Sometimes there are a lot of things going on in the same location where you are trying to listen to the speaker.
- **A different level of power between you and the speaker.** Either you may have the authority, or the speaker may. Either way, it can impact how you listen.
- **Gender preferences.** You may have different expectations because of the gender of the speaker.
- **Emotionality on the part of the speaker.** If the speaker becomes passionate about the topic, it may distract you from hearing the real message.
- **Prejudging the message before the entire message has been delivered.** Sometimes a speaker will say something at the start of a speech or conversation that may distract you from effectively listening to the rest.
- **Allowing personal characteristics of the speaker to get in the way.** If the speaker is unkempt or dresses sloppily, for example, you might not attend to everything that is said.
- **Not caring about the speaker.** Being indifferent to the person can affect how well you pay attention to the message.
- **Interrupting.** Sometimes the listener is so excited about an idea he or she wants to share, that the listener does not wait for the speaker's thoughts to be completed. This distracts both the listener and the speaker.
- **Trigger words.** Some words evoke an emotional response that prevents effective listening. These words are distracting because they make you concentrate on something else besides what is being said. If a speaker uses the word "lottery," your mind might wander to untold riches. Words like "homework" or "test scores" may also distract you.
- **Delivery style.** Sometimes the way the speaker communicates can be distracting. The speaker might have a very monotone voice, or may stutter. Some people continuously put in verbal pauses like "uh" or "you know." Any of these things may cause you to concentrate more on the delivery than the content.

Key Note Term

trigger words – words that evoke an emotional response that prevents effective listening.

How to Be an Effective Listener

There are many guidelines that will help you to become a more effective listener. Most involve listening "actively" while others speak.

- **Find an area of interest.** Listen with a purpose. Be interested. Try to organize what you hear.
- **Judge content not delivery.** Do not stop listening because the sender does not meet expectations. Listen to the words. Look for the message.
- **Hold your fire.** Do not get over-stimulated by the message. Do not react until the message is complete. Keep your emotions in check. Do not interrupt because you believe that what you have to say is more important or more correct. There will be time for you to react later. The speaker may surprise you and wind up saying what you want to say.
- **Listen for ideas.** Focus on the person's central ideas. Do not get bogged down in the details. Try to listen at a higher level. Listen for new knowledge or concepts.

- **Be flexible.** Vary the ways in which you attempt to remember the information. Concentrate on finding the best way to learn the information.
- **Work at listening.** Establish and maintain eye contact. Acknowledge understanding. Stay tuned-in.
- **Resist distractions.** Concentrate on the speaker. Tune out other things that may be going on. Turn off the things you can control, like the TV or the radio. Try not to do several things at the same time. Focus on the sender.
- **Exercise your mind.** Challenge yourself to listen totally. Try it for short time and then make it longer and longer. See if you can listen to an entire presentation without losing concentration.
- **Keep your mind open.** Communication efficiency drops to zero when we hear certain trigger words, such as communist, Democrat, or Republican. Everyone has words that evoke an emotional response. Effective listeners are aware of keeping their convictions and emotions in check.
- **Capitalize on **thought speed**.** Most of us talk at 120 words a minute. Our thinking speed is about 500 words a minute. That gives us a lot of spare time while a person is speaking to us. Poor listeners let their minds wander. Good listeners think about what is being said by anticipating the point, summarizing, weighing evidence, or looking for nonverbal clues.

Conclusion

So now you know the parts of the listening process. You know there are various types of listening. You have read about barriers to effective listening and tips for overcoming those barriers. Use this information to improve your skills and become a better listener. Remember—improved listening involves work, but the results are well worth the effort.

Key Note Term

thought speed – the amount of time it takes for people to hear a thought and process it; typically considerably faster than speaking time.

Lesson Review

1. Explain why listening is so important in learning.
2. Choose one type of response and discuss it.
3. How can critical listening help you with a friend or family member?
4. Define the term “thought speed.”

Chapter 5

Conflict Resolution

Lesson 1

Causes of Conflict



Key Terms

active listening
conflict
effective speaking
frustration
harassment
hostility
miscommunication
relationships
solutions
territorial
understanding

What You Will Learn to Do

- Determine causes of conflict

Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Recognize the impact of conflict on relationships
- Describe the four basic causes of conflict
- Analyze five different types of conflicts
- Use “I” statements to facilitate effective communication
- Define key words contained in this lesson

Chapter 5

Key Note Term

conflict – a clash between hostile or opposing elements, ideas, or forces; to show opposition.

Introduction

What does **conflict** mean to you? Is it frightening or exciting? Is it interesting or unpleasant? Do you typically avoid it, or are you more likely to confront it?

It is inevitable that you will encounter many different forms of conflict throughout your lifetime. To make appropriate decisions and gain confidence in resolving conflicts, you must be able to:

- **Recognize potential conflict situations before they occur.**
- **Recognize the warning signs and the sequences of events that can fuel conflicts.**
- **Predict possible consequences and stay attuned to ways to stop the conflict from occurring (or escalating).**

This lesson introduces basic guidelines to managing conflicts. You will learn about the causes of conflict, what you can do to prevent them, as well as the importance of maintaining good communication in these situations.

What Is Conflict and How Does It Affect Us?

Conflict can be defined as any situation where incompatible activities, feelings, or intentions occur together. It is an everyday occurrence at home, at school, on the job, or anywhere there are people with different beliefs, values and experiences.

If not carefully managed, conflict can escalate to violence and harm your personal **relationships**, creating wounds that will never heal. When conflict is avoided, and important issues are left unresolved, it may lead to resentment, creating a tense environment. However, if you take the necessary steps to resolve a conflict, you may find that “clearing the air” reduces tension and brings about an **understanding** that makes the relationship more open and honest in the future.

We most often find ourselves in conflict with those with whom we spend the most time: parents, friends, co-workers, teammates, and so on. You must learn to recognize that your long-term relationship with these people is more important than the result of any short-term conflict. Calmly discussing issues may often bring about a quick resolution or a realization that a problem doesn’t actually exist.

Key Note Terms

relationships – a particular type of connection existing between people related to or having dealings with each other.

understanding – knowledge or ability to judge.

Causes of Conflict

There are many ways in which conflicts can begin: misunderstandings, embarrassment, hurt pride, prejudice, and peer pressures are just a few. Most of the factors or situations that lead to conflict can be classified as resulting from:

- Varied perspectives on the situation
- Differing belief systems and values resulting from personal background and accumulated life experiences
- Differing objectives and interests

If you recognize a potential conflict situation early, you may be able to prevent it from escalating into a dangerous fighting situation. By applying conflict management techniques, you will be able to reduce the levels of anger and **frustration**, which will make it easier to resolve the problem.

Types of Conflict and Their Warning Signs

To make good decisions and effectively manage conflict in your life, you must be able to recognize the warning signs of a potential conflict situation. Most types of conflicts belong to one of the five categories listed in the following list:

- **Relationship**—conflicts that occur because of strong negative emotions, stereotypes, **miscommunications**, or repetitive negative behaviors. **Harassment** is a relationship conflict.
- **Data**—conflicts that occur because people are misinformed or lack information to make good decisions. If you are late to the drama club meeting because you thought it started at 2:00 pm, but it actually began at 1:00 pm, then you might find yourself in a data conflict.
- **Interest**—conflicts that result when one party believes that in order to satisfy his or her needs, the needs of an opponent must be sacrificed. A conflict over what you perceive to be an “unfair situation” would be an interest conflict. For example, if your whole soccer team had to run an extra five miles at practice because John, a teammate of yours, was late for the second time this week, you would have an interest conflict.
- **Structural**—conflicts that arise out of limited physical resources (including time), authority, geographic constraints, organizational changes, or other external forces. A **territorial** dispute is a structural kind of conflict. Similarly, if you are scheduled to begin work at your part time job at 3:00 p.m. on Wednesdays, but band practice is not over until 4:00 p.m., then you have a structural conflict.
- **Value**—when people attempt to force their own personal beliefs or values on others. For example, if a friend keeps asking you to help him cheat on his chemistry exam, you might have a value conflict on your hands. Another example of a value conflict would be the debate over capital punishment.

Although there are many types of conflict that you may inevitably encounter, we are going to examine three common types of conflict that you may find at school, home or in your community: sexual harassment, other personal harassments (being picked on), and “unfair” situations. The following is a description of each of these kinds of conflict and some of the warning signs that accompany them.

Key Note Term

frustration – feelings of insecurity, discouragement, or dissatisfaction.

Key Note Terms

harassment – the act of annoying continually.

miscommunication – failure to communicate clearly.

Key Note Term

territorial – of or relating to the geographic area under a given jurisdiction.

Sexual Harassment

Four out of every five students say that they are sexually harassed often or occasionally. Sexual harassment is unwelcome behavior of a sexual nature that is both demeaning and wrong. These unwelcome behaviors are sexual advances, requests for sexual favors, and other physical, verbal, or visual conduct of a sexual nature.

Specifically, it includes: explicit sexual propositions; suggestive comments; sexually oriented kidding, teasing, or practical jokes; offensive or obscene language or gestures; displays of offensive or obscene printed visual material, and physical contact of a sexual nature. The most common form of sexual harassment, although oftentimes used unintentionally or subconsciously, is to address a person as “dear,” “honey,” “sweetheart,” or some other “term of endearment.”

Other Personal Harassments (Being Picked On)

Harassers use verbal, physical, or visual means to annoy or “pick on” someone, possibly because of their race, ancestry, national origin, religion, age, physical or mental disability, sex, or sexual orientation. Oftentimes, harassers like to pick on people who lack self-confidence by using derogatory remarks, slurs, jokes, cartoons, pictures, or certain gestures that demean, ridicule, or torment the individual.

Unfair Situations

“That’s not fair!” is a cry that can represent every aspect of your life’s development. It involves following rules regardless of whether you like them or not, reaching compromises with others, and respecting the rights of others. When someone makes a decision that may be fair for some, yet unfair for you and others, it is oftentimes hard to accept the answer to the questions, “From whose perspective was that decision made?” or “What criteria was used to make that decision?” Remember, fair does not mean equal.

Risk Factors for Violence

When scientists talk about preventing a disease such as cancer, they focus on eliminating those factors that put people at risk for the disease. The same reasoning has been applied to the study of violence. Violence-prevention experts have identified some specific risk factors for violence. Poverty, exposure to media violence or to family violence, the availability of weapons, drug abuse, and membership in gangs are all important risk factors for violence. Figure 5.1.1 shows a poverty-stricken area that could be ripe for violence. As you read about these risk factors, think about the ways each one might increase the likelihood of violence.

Poverty

Statistics show that violence rates are highest in poor urban communities where unemployment rates are high. The term “free-floating anger” is used to describe



Figure 5.1.1: The frustration and hopelessness that sometimes accompany poverty may lead to increased violence.

Source: Ray Pfortner/
Peter Arnold, Inc.

the frustration and **hostility** that sometimes result when people feel unable to improve their lives. A lack of jobs, money, adequate food, health care, and respect from others all contribute to feelings of hopelessness and anger. When free-floating anger is already high, a minor event may trigger a person to react more violently than normal. It is important to emphasize, however, that most people who are poor do not demonstrate violent behaviors. The anger and frustration of poverty are just two of many risk factors for violence.

Media Violence

From your first cartoon to the latest movie, music video, or video/computer game, you have learned that violence, excitement and entertainment go together. You can probably recall lines or scenes from action movies that show violence as a reasonable response in many situations. What these scenes do not show, however, are the real results of violence—pain, tragedy, remorse, and more.

Studies suggest that people's attitudes, especially those of young children, can be shaped by media violence. Because children have had little real-life experience, they may interpret what they see on television quite literally. Children who witness a lot of media violence may grow up with an exaggerated sense of the amount of violence in the world. They also may tend to overreact with violence when confronted with threatening situations in their own lives.

Recently much attention has been focused on the media's portrayal of violence towards women—especially in some kinds of music and music videos. The audience for these forms of entertainment is mostly teenagers and young adults. Some people suspect that these media portrayals are partly responsible for the rise in dating violence, rape, and other forms of violence towards women. Do you think this could be true?

Family Violence

Children learn by imitating the behavior of parents and other important people in their lives. It is not surprising, then, that children who grow up in violent

Key Note Term

hostility – an unfriendly state or action.

homes are more apt to use violence to solve their own problems. Violence may be the only problem-solving strategy that these children know.

How can children learn nonviolent methods for handling anger? The most effective way is to see such methods used by adults in solving their own problems and in disciplining their children. Parents need to discourage their children from fighting by suggesting alternative ways to resolve disagreements, too. Also, parents can impart antiviolence values by discouraging children from playing with certain toys or watching violent movies or television shows, and by sharing their own feelings about violence with their children.

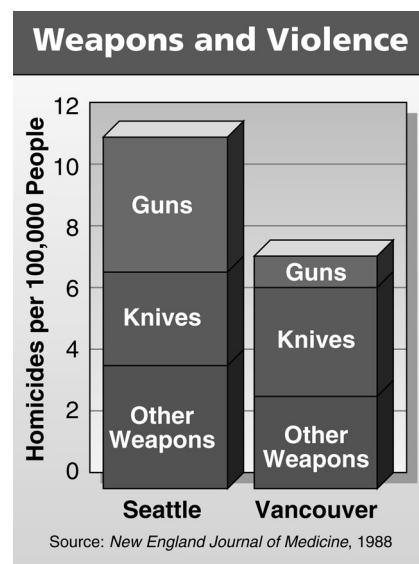
Availability of Weapons

Do guns kill people, or do people kill people? This difficult question gets to the heart of a controversial issue—the relationship between weapons and violence.

Some people do not believe that the availability of weapons is an important risk factor for violence. They point to countries such as Switzerland, where guns are found in nearly every household. Still, homicide rates in Switzerland are very low. Other people, however, disagree. They point to comparisons like the one shown in Figure 5.1.2. This graph compares homicide rates in two cities that are similar in many respects except one—gun ownership is much more tightly regulated in Vancouver, British Columbia, than in Seattle, Washington. What does this graph suggest about the availability of guns?

Most people do agree that when weapons are used in fights, fights are more deadly. Yet the majority of people who purchase handguns in this country do so for protection. By having a gun, however, statistics show that these people are actually doubling their chances of being killed in a fight. What results is an unending cycle—high homicide rates lead to an increase in gun purchasing, which, in turn, leads to an increase in homicide rates. This then leads, once again, to more gun purchasing. Such a cycle may be difficult to break.

Figure 5.1.2: The homicide rates by each weapon in the two cities.



Social Studies Connection

Compared to other nations, the USA is a violent place. In 1995, the number of Americans that died from firearm wounds was 35,927. That's 2,306 MORE than were killed in the Korean War.

In 1996, the murder count for handguns was 106 in Canada, 30 in Great Britain, 15 in Japan, 2 in New Zealand, and 9,390 in the United States.

Drug Abuse

Would it surprise you to learn that 50 percent of all homicide victims have alcohol in their bloodstreams? Would you expect the statistics to be similarly high for assailants if they were known?

Although there is a correlation between violence and alcohol use, the reasons behind it are not entirely clear. Alcohol affects the brain, clouding a person's sense of judgment. A lack of judgment may lead a person to say or do things that he or she ordinarily would not. This behavior may lead to a fight. In other cases, however, alcohol is used more as an excuse or "to get up the nerve" to carry out preplanned acts of violence.

Drugs other than alcohol also are linked to violence. Similar to alcohol, illegal drugs such as crack cocaine can affect a person's judgment and behavior. In addition, people who are addicted to drugs may resort to robbery or other crimes to get money for drugs. Because many drugs are illegal and sold for a large profit, the people who sell drugs often carry weapons. Both of these facts add to the threat of violence.

Note

Drug and alcohol use will be covered in Let 2, Unit 4, Chapter 3, Lesson 1.

Membership in Gangs

The term *gang* describes a variety of groups, from criminal organizations to loose bands of rowdy teens. Generally, the term *gangs* refers to groups that are organized to control a specific neighborhood or "turf." Such gangs are called territorial gangs or "fighting" gangs because they will fight those who intrude on their turf. Most gangs sell drugs, and many have moved into the lucrative suburban and rural drug markets.

Although young people join gangs, about two-thirds of gang members are adults. They recruit poor students from troubled families. Often the recruits know of no other way, except gang membership, to gain a sense of belonging or community. Holding elaborate initiation ceremonies, wearing certain colors and jewelry, and using "secret" hand signs are some of the ways gang members

identify themselves. To join a gang, new members may undergo a beating, or gang leaders may order them to commit a crime, such as robbery, kidnapping, rape, or murder. Quitting a gang can be much more difficult than joining one.

Small, non-territorial gangs can form in any town. These groups may identify with a style of music or dress that sets them apart from their peers. Similar to all gangs, these groups isolate their members from the community.

Strategies for Resolving Conflicts

You have control over how you choose to deal with conflict. In some cases, the best course of action is to walk away, or do nothing at all. You may find it best to ignore the conflict if:

The issue or situation is unimportant or trivial to you.

You will probably not see the other person again.

The other person is just trying to provoke a fight.

The timing is wrong and a cooling-off period is needed.

Although choosing to walk away from a conflict may be difficult, doing so in these situations will demonstrate a great deal of maturity and self-control.

In other cases, however, it is best to confront the conflict. Avoiding the issue will not resolve it, and unresolved, lingering conflict can lead to resentment, hostility, and may even escalate to violence. In these situations, using a process to manage the conflict and establishing certain ground rules will help you to resolve the issues peacefully. The basic steps in managing conflict are:

Prepare yourself to deal with the conflict.

Find a mutually agreeable time and place.

Define the conflict.

Communicate an understanding.

Brainstorm to find alternate solutions.

Agree on the most workable solution.

Prepare to Deal with Conflict

We all experience emotions in reaction to conflict. These emotions can include nervousness, fear, embarrassment, anger, frustration, and anxiety. These are strong feelings that can propel you into inappropriate or destructive behavior. Take time to identify your feelings. If not acknowledged, these emotions will become a barrier to resolving the conflict.

We need to maintain emotional control to communicate in a calm, even tone. Screaming and name-calling will only serve to worsen the situation. Some tech-

niques that people use to remain calm and release tension in stressful situations include: deep breathing, vigorous exercise, counting to 10, pounding or yelling into a pillow, and talking to a friend.

Find a Mutually Agreeable Time and Place

Choose a place to discuss the conflict that is comfortable and non-threatening for both of you and where you can be alone. Some people may feel compelled to act in an aggressive way if they have an audience.

You should also make sure that you have chosen a time when you are both calm and ready to discuss the issues at hand.

Define the Conflict

Two of the most important skills that you need to develop in order to effectively manage conflict are: **effective speaking** (expressing your needs, feelings, and reasons) and **active listening**—in other words, your ability to send and receive clear messages. Each person involved in the conflict must communicate “their perspective or feelings on the situation,” “what they want,” and “why.” Be sure to describe the conflict in clear, concrete terms, focusing on behaviors, feelings, consequences, and desired changes. Be specific and start your sentences with “I,” not “You.”

“I” messages are statements that tell how you feel. They are the most appropriate way to express your feelings in a calm and respectful manner. By using “I” messages, your communications do not take on a blaming or accusatory tone. “I” messages have three parts: to state a feeling, describe a specific behavior, and state how it affects you. An example of the parts of an “I” message include “I feel” (state feeling) when you (describe specific behavior) because (state how it affects you). For example, “I feel hurt when you tell someone something I told you in secret because I didn’t want anyone else to know.”

Note

More guidelines for conflict resolution using Winning Colors communication tools are described later in this chapter.

Communicate an Understanding

In addition to defining the conflict, each party must also feel that they have been heard and understood. This is where active listening comes into play. Request that the other person describe how the situation looks and feels from their perspective. Listen to really understand the other person’s feelings and needs. Try to step back and imagine how you would feel if you were in the other person’s shoes. Make sure that the other person knows that you are trying to understand his or her point of view. You may want to repeat back your understanding of what you have heard, or you could say something similar to, “I know this issue is important to you because . . .” Sometimes, however, you will find that it is necessary to *agree to disagree*.

Key Note Terms

effective speaking – expressing your needs, feelings, and reasons.

active listening – to go beyond comprehending literally to an empathetic understanding of the speaker.

Key Note Term

solution – an action or process of solving a problem.

Brainstorm to Find Alternate Solutions

To resolve a conflict, both of you must identify possible **solutions**. When identifying potential solutions to the conflict, it is important to remain positive and be open to compromise. Remember that the conflict is a problem for both of you to solve together, not a battle to be won. You should take turns offering alternative solutions, examining the consequences of each solution. Be creative and focus on solutions rather than past blame. Do not be judgmental of the other person's ideas.

Agree on the Most Workable Solution

To reach an agreement on a solution, you both need to be committed to resolving the conflict. The conflict ends when both parties reach an agreement that meets everyone's needs, and is fair to both of you.

Putting It All Together

Use Table 5.1.1 as an aid to help you remember the steps for effectively managing conflict in your life.

If you cannot reach an agreement, the conflict may need to be resolved through mediation or arbitration (these topics will be discussed in Lesson 3).

Table 5.1.1: Phrases to help manage conflict

I want . . .	-You both have the conflict. You must work together to solve it constructively and respectfully.
I feel . . .	-You both have feelings. You must express them to resolve the conflict. Keeping anger, frustration, hurt, fear, or sadness inside only makes the conflict more difficult to resolve.
My reasons are . . .	-You both have reasons for wanting what you want and feeling as you do. Ask for each other's reasons and ensure you understand them. Recall that at times you must agree to disagree.
My understanding of you is . . .	-You both have viewpoints. To resolve the conflict constructively, you must see the conflict from both sides.
Maybe we should try . . .	-You both need to come up with wise agreements that make both people happy.
Let's choose and shake!	-You both must select the agreement that seems fair. You should not agree on a solution that leaves one party happy and the other unhappy.

Communication Skills

Although **miscommunication** can lead to conflict, good communication is the key to settling problems peacefully.

Language is extremely powerful. If you have ever heard the phrase “those are fighting words,” you know that there are some words that can escalate a conflict, and others that can be used to diffuse one. An example of some fighting words includes never, always, unless, can’t, won’t, don’t, should, and shouldn’t. Likewise, good communication is blocked when either party blames, insults, puts the other down, interrupts, or makes threats or excuses. On the other hand, words that can be used to de-escalate a conflict include: maybe, perhaps, sometimes, what if, seems like, I feel, I think, and I wonder. Try to use these words when facing a conflict situation.

Non-verbal communication, or body language, also has a tremendous impact on those who observe and interpret it. It can encourage or discourage a fight. When trying to resolve a conflict, be sure to maintain eye contact, and use a tone of voice that is sincere and not intimidating or sarcastic. You should also keep your legs and arms uncrossed, and your fists unclenched.

Successful conflict resolution and negotiation depends on the use of positive communication skills.

Conclusion

Conflict is a natural part of life. It can be positive or negative depending on how you choose to manage it. By recognizing potential conflicts and their warning signs, and using conflict management strategies to help you make appropriate decisions, you will have confidence and be better prepared to deal with conflict in the future.

Lesson Review

1. Do you feel that media violence has affected you? Why? Why not?
2. List the six basic steps to resolving conflict.
3. Explain how good communications skills might help you in a conflict situation.
4. Define the terms “conflict” and “territorial.”

Key Note Term

miscommunication – failure to communicate clearly.

Chapter 5

Lesson 2

Conflict Resolution Techniques



Key Terms

apologize
compromise
mediation
negotiation
resolution

What You Will Learn to Do

- Apply conflict resolution techniques

Linked Core Abilities

- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Apply awareness of differences in behavior preferences (Winning Colors®) to conflict situations and resolution
- Evaluate the steps to managing conflict
- Assess personal conflict management skills
- Recognize different hot buttons and the behavior style they indicate
- Evaluate the pros and cons of alternatives to determine potential solutions to conflict
- Define key words contained in this lesson

Introduction

The success or failure of any conflict **resolution** depends on the attitudes and behaviors of the people involved in the conflict. The skills that promote positive and non-violent conflict resolution include:

- **Awareness of others**
- **Awareness of the distinctions between self and others**
- **Listening skills**
- **Compromise**
- **Ability to express one's own thoughts and feelings**
- **Ability to respond to the feelings of others**

These are skills that you need to develop throughout your life. Although conflict is inevitable, you have control over your own response to the situation, and your actions can either diffuse or escalate the conflict. Remember that reacting defensively or judgmentally can trigger the same response in others.

Winning Colors® and Conflict Resolution

Effective communication skills are a key factor in the conflict resolution process. Sometimes to resolve a conflict, you need to go beyond your own comfort zone of preferred behaviors to facilitate good communications with the other party.

As discussed in Chapter 1, Winning Colors® is an assessment tool that is used to classify behaviors into four dominant categories:

- **Planners.** Planners are quiet, and introspective. They like to be correct and are very detail oriented. They have excellent listening skills. They are calm, cool, and collected on the outside. They are likely to hide their feelings.
- **Builders.** Builders are natural leaders. They are up front with people, expressing themselves openly and directly. They like rules, law, order, and direction, and do not hesitate to tell others what they should do. Builders are typically punctual, dependable, and loyal.
- **Relaters.** Relaters are very social. They want to be liked and they love to talk. Relaters share their ideas and feelings readily. They work well in teams and need to be shown appreciation.
- **Adventurers.** Adventurers are action oriented. They are bored unless there is fun, excitement, and things are moving. They live in the present. They are flexible and thrive on spontaneity, and do not like structure.

Key Note Term

resolution – to resolve a situation or issue.

Using an assessment tool such as Winning Colors® will not only help you evaluate your own behavioral strengths and weaknesses, it will also give you valuable insights into the behavioral characteristics of the people you interact with on a daily basis. Surely no one is going to walk up to you and say, “My name is Bob and I’m an Adventurer,” so you will have to listen carefully, and observe clues in the other person’s body language and speech patterns.

With insight and awareness, you will be able to adapt your communication skills and behavior to be able to negotiate a peaceful solution to a conflict.

Hot Buttons

By observing and identifying the behavioral characteristics and tendencies in others, you can determine how to best communicate with them to resolve a conflict. For example, some people respond better to facts and figures; others are more concerned with feelings and emotions. “Hot buttons” are strategies that you can use to communicate in a way in which the other person is more likely to hear you, understand you, and respond positively. In other words, it is important that both persons involved in a conflict “speak the same language.” To illustrate this metaphor, imagine trying to negotiate a settlement if you were speaking English and the other party was speaking Chinese. You would not get very far.

When you are speaking to someone who exhibits planner behaviors, you succeed by using planner “hot buttons.” The same is true if you want to communicate successfully with those who most clearly exhibit builder, relater, and adventurer behaviors.

Hot buttons for planners include the following.

- **Take a serious approach.**
- **Show interest; be patient, calm, and collected.**
- **Give ample warning before confronting them with a conflict.**
- **Supply details and allow more time for decisions.**
- **Try not to impose time constraints.**
- **Respond in terms of causes rather than exterior effects.**
- **Be prepared for interior understanding rather than exterior caring.**
- **Show that you are competent and striving to understand the subject.**
- **Be a good listener and sounding board.**
- **Avoid silly talk and babbling.**
- **Respond with new and innovative ideas.**

Hot buttons for builders include the following.

- **Take a bottom-line approach.**
- **Explain directions step-by-step.**
- **Let them know what is expected of them.**
- **Do not repeat unless requested to do so.**
- **Be concise and clear in your speech.**
- **Know the hierarchy of command and give it proper deference.**
- **Look for law, order, and routine.**
- **Make sure your actions deliver results.**
- **Be prepared.**

Hot buttons for relaters include the following.

- **Take a friendly approach.**
- **Talk in a personal way and volunteer to help out.**
- **Show genuine concern, smile, and be kind.**
- **Respect their feelings by not imposing your feelings on them.**
- **Show personal appreciation.**
- **Give them opportunity to express themselves.**
- **Validate their emotions and feelings.**

Hot buttons for adventurers include the following.

- **Take a light-hearted/fun/action approach.**
- **Move it; be an action-centered person.**
- **Keep the discussion in the here and now.**
- **Be willing to change and be flexible.**
- **Show you are competitive and a winner.**
- **The more spontaneous you are, the more you will be appreciated.**
- **Have an easy-come-easy-go manner with good humor to win you points.**
- **Give immediate results or feedback whenever possible.**
- **Avoid theoretic explanations.**
- **Create result-oriented action plans consistent with common goals.**

Evaluating Consequences

Your response to a conflict should not be a “knee-jerk” reaction, but rather a carefully considered response. It is important to think through the consequences of your behaviors before you act on them. If you act hastily or in anger, your behavior may add fuel to the fire and conflict could escalate to violence.

Guide for Reading

Focus on these questions as you read this lesson.

- What should always be a person's first concern in any conflict?
- What strategies are important for resolving conflicts peacefully?

SKILLS

- Analyzing risks and benefits

One method of analyzing a response to a conflict is to list three or more alternative solutions at the top of a sheet of paper; then record all of the positive and negative consequences of each option. This forces you to take the time to brainstorm and predict all the possible outcomes you could expect. The result will be a more reasonable and well-thought-out response.

Your goal should be to agree on a non-violent solution in which both party's needs are met. Remember—if the conflict is over something trivial, or if you will not have contact with the person again, you could choose to ignore the conflict or to **apologize** to settle it peacefully.

Key Note Term

apologize – to make an apology or express regret for a wrong.

Preventing Fights

Suppose that, after reading this chapter so far, you have concluded that fighting does not solve problems. You may now be wondering what peaceful alternatives exist. You also may doubt whether it is really possible to pursue peaceful solutions if the other person wants to fight.

Although it is certainly not always easy to avoid fighting, it can be done. This lesson offers some strategies for seeking peaceful solutions to conflicts. As you read these strategies, you may come up with ways to adapt them to particular situations or personalities. You may also come up with strategies of your own that you can share with friends, siblings, and others that you care about.

Recognizing a Conflict Early

When people who know each other fight, there is usually a history of events that led to the fight. Events such as name-calling or rumor-spreading may go on for a day, a week, or more before a fight breaks out. By recognizing that a potential fight situation is building, you may be able to prevent it. The earlier you deal with problems, the lower the levels of anger, and the easier it can be to resolve the problem.

Learning to Ignore Some Conflicts

Not all conflicts require that you respond. In some situations it may be smartest to walk away and do nothing at all. You may decide it is best to ignore a situation if

- **it is unlikely you will ever see the person again**
- **the person or situation is not very important to you**
- **the conflict is based on rumors that may not be true**
- **the conflict is over something trivial or silly**
- **the person is just trying to make you angry so you will fight and get into trouble**

Some people think that ignoring a conflict is a sign of cowardice. Actually it is a sign of maturity and self-control to walk away from some situations. Fighting out of pride or to “save face” may instead be an act of cowardice. As shown in Figure 5.2.1, walking away is one option.

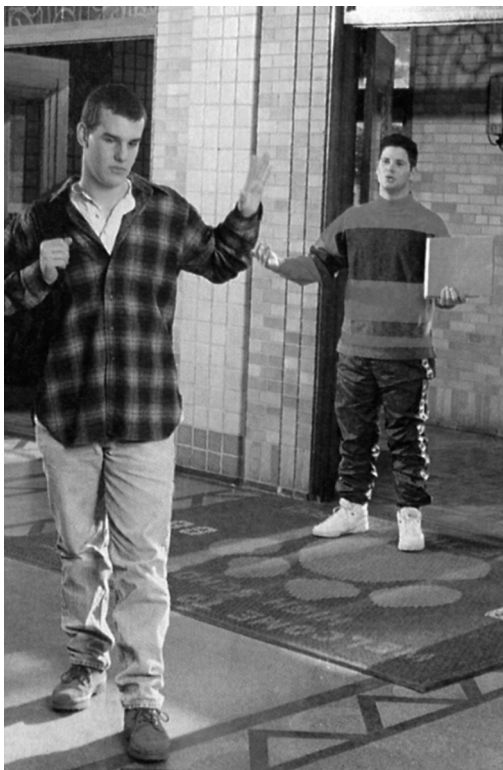


Figure 5.2.1: When a conflict is over something unimportant, it may be best to simply walk away.

Source: Ken Karp

In deciding how to deal with any conflict, your safety should always be your first concern. If you think that a person might be more angered if you ignore the situation, you need to proceed carefully. It is important to trust your judgment and be prepared to try a new tactic if your first choice does not diffuse the situation.

Confronting a Person Wisely

In some cases it may not be advisable or even possible to ignore a conflict. The person may be someone with whom you are in frequent contact, or the issue may be too important to ignore. In these cases you may decide to confront the person, as shown in Figure 5.2.2. The way in which you handle the confrontation, however, is critical to its success. The steps described here can help you resolve things peacefully.

Choose the Time and Place Carefully

It is always best to confront a person when the two of you are alone. If friends are present, the person may think you are intentionally trying to embarrass him or her in front of them. The person may feel pressured to start a fight to avoid embarrassment. Choosing a time when the person is alone and when both of you are calm can help avoid a fight.

It is also important to avoid a confrontation when a person has been using alcohol or other drugs. Alcohol and other drugs impair judgment and may increase the likelihood of fighting. Never use alcohol or other drugs yourself. If you suspect the other person is under the influence of drugs, postpone your discussion until another time.

Stay Calm

Although it can be difficult to remain calm when you are upset, it is important for keeping peace. Try to keep your voice low and calm. By avoiding screaming or name-calling, you can remain in control of the situation.

Figure 5.2.2: When confronting a person about a problem, find the steps you can take to negotiate a peaceful solution.

Source: Bob Daemmrich/Stock Boston



Analyzing Risks and Benefits

You have just gotten a seat on a crowded subway when the person seated next to you lights up a cigarette. When you point out the **No Smoking** sign, the person replies, “Too bad. If you don’t like it, move!” Make a list of the potential risks and benefits of confronting the person again. What would you do?

Everybody has his or her own technique for keeping calm under pressure. Some people find it helpful to rehearse the confrontation beforehand with an uninvolved person. Other people use deep breathing or count to 20 when they feel their tempers beginning to rise. Despite all your efforts, however, you may find yourself unable to keep calm and control your temper. If that happens, it may be best to try to postpone your discussion until a later time.

Negotiate a Solution

There are skills for effective communication and **negotiation**. Skills such as using “I” messages, assertiveness, and seeing the other person’s point of view are important for resolving conflicts peacefully. Making statements such as, “I get upset when . . .” or “I know this issue is important to both of us . . .” can open the lines of communication without putting the other person on the defensive. Showing an understanding of the other person’s feelings can also help keep emotions under control. Some other strategies that may be useful in negotiating a peaceful solution include:

- **Do the unexpected.** If, instead of being hostile, you are friendly, confident, and caring, the other person may relax his or her guard. Try to make the situation seem as if it is not serious enough to fight about. The person may agree and decide to work with you to resolve things.
- **Provide the person with a way out.** Sometimes fighting breaks out simply because people see no other way to resolve things without losing pride. To avoid fighting, present the person with **compromise** solutions that you both can live with. By saying something like, “Let’s try this for a week and see how it goes,” you give the person an easy way out.
- **Be willing to apologize.** In some situations, be willing to say “I’m sorry” or “I didn’t mean to embarrass you.” Apologizing does not mean that you were wrong or that you are a coward. Instead, a sincere apology can be the quickest way to diffuse a fight.

Helping Others Avoid Fights

When you are not personally involved in a conflict, you can still play an important role in preventing fights. You have learned how friends and acquaintances can put pressure on people to fight. These same people, however, could instead play a key role in preventing fights.

Key Note Terms

compromise – a settlement of differences reached by mutual concessions.

negotiation – discussion or conference that is aimed at bringing about a settlement.

Key Note Term

mediation – working with opposing sides to resolve a dispute or bring about a settlement; a process in which conflicts are resolved with the help of a neutral third party.

Mediation

A growing number of schools today are training students in the skill of **mediation**. Mediation is a process for resolving conflicts that involves a neutral third party. As is true for all people involved in a conflict, mediators need to think about their own safety first. Mediators should never get involved in heated conflicts that have the potential for turning violent at any moment.

Your Role as an Onlooker

How can friends and acquaintances help reduce the pressure that others feel to fight? Friends can use their influence in many positive ways. A person can show disapproval of fighting by

- **ignoring people when they talk badly about others**
- **refusing to spread rumors or to relay threats or insults to others**
- **staying away from potential fight scenes**
- **showing respect for people who can apologize to others, ignore insults, and otherwise avoid fights**

People who advise friends to ignore someone's insults or not to hold grudges do their friends a very important service. They help keep their friends safe from the potential of deadly violence.

Getting Help When You Need It

Controlling anger and avoiding potentially violent situations are not skills that can be learned overnight. They are, however, skills that can be mastered.

If you are not satisfied with the way you now deal with anger, many people can help you. Parents, teachers, coaches, school counselors, and members of the clergy are just some of the people you can turn to for help. If these people cannot help you themselves, they may be able to refer you to trained counselors who can. By asking for help, you take an important first step toward gaining control over your behavior and your future.

Another time when it is important to ask for help is when a friend reveals plans of violence to you. Such plans should always be taken seriously, especially if your friend talks about using a weapon. Although it is never easy to break a friend's confidence, it is critical for you to share your friend's plans with a trusted adult. Doing so is a true act of caring. It shows that you care too much to let your friend be lost to violence.

Focus on Issues: How Can Schools Be Kept Safe?

Jonesboro, Paducah . . .

Littleton, Conyers . . .

The list of schools that have experienced terror in their hallways seems to grow each year.

Surprisingly, however, school violence is actually declining. There are fewer homicides, fewer assaults, and fewer students carrying weapons into class. What has increased is a kind of random violence that seems more intent on the act of killing rather than a desire to injure a specific person. It may be the ultimate mark of isolation that these murderers cannot even identify an actual enemy.

The struggle against random violence has led to a variety of ideas:

- metal detectors, see-through backpacks, and security guards to reduce the number of weapons
- checklists and social workers to identify and help “at risk” teens
- school uniforms to help end cliques and isolation that so many students feel
- more school activities to involve students
- a reduction in the violence of music, movies, and video and computer games

What do you think should be done to keep schools safe from violence? Explain.

Conclusion

Effective communications are essential to successful conflict resolution and negotiation. Sometimes we misinterpret what others say, or vice versa; however, if we practice self-awareness, and seek to understand others, we will be much more successful in maintaining healthy relationships. Understanding your own communications style, being able to appreciate others, and adjusting accordingly, will enable you to resolve conflicts successfully.

Lesson Review

1. Using your Winning Color, explain how you would find a solution to conflict.
2. Explain how evaluating consequences should be important before responding to a situation.
3. Why is it important to choose the time and place to confront a friend or family member about a problem?
4. Who would you go to if you could not manage anger on your own? Why would you choose that person?

Chapter 11

NEFE High School Financial Planning Program

Lesson 1

NEFE Introduction: Setting Financial Goals



Key Terms

delayed gratification
goal
needs
SMART goals
values, wants

What You Will Learn to Do

- Determine personal financial goals

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Differentiate between needs and wants
- Describe how values can influence decisions
- Compare SMART goals
- Discuss how goals impact actions
- Define key words contained in this lesson

Chapter 11

Introduction

You'll come into contact with money almost every day for the rest of your life. When you're at work, you're earning money; when you're at the mall, you're spending money. Used poorly, money can be a source of anxiety and lead to financial problems. Used wisely, money can be a tool to help you achieve your goals and dreams. That's the goal of the National Endowment for Financial Education (NEFE) High School Financial Planning Program—to teach you how to responsibly and effectively manage your money for the rest of your life. The NEFE High School Financial Planning Program has three main objectives that include:

- **Learning the financial planning process—what it is and what it can do for you**
- **Applying the process through assignments you will complete that relate to your experiences with money**
- **Taking control of your finances, starting today**

Note: You will find this lesson in your NEFE High School Financial Planning Program Student Guide.

For more information go to www.nefe.org/hsfppportal/index.html, or call (303) 224-3511 or write to

National Endowment for Financial Education

5299 DTC Blvd., Suite 1300

Greenwood Village, CO 80111

***Mandatory Core
Service Learning***

Appendix

Chapter 8

*Making a Difference
with Service Learning*

Lesson 1

Orientation to Service Learning



Key Terms

community service
debriefer
facilitator
orientation
recorder
reflection
reporter
service learning
timekeeper

What You Will Learn to Do

- Identify the components of service learning

Linked Core Abilities

- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams
- Define key words contained in this lesson

Chapter 8

Introduction

You have probably noticed that people who seem to find the most satisfaction in life are those actively engaged in doing something to make the world a better place for everyone. They seem happy because they are making a difference. Have you ever helped a friend through a difficult time or done something similar to stopping to help change a flat tire or take food to a sick neighbor? Then you know why people who help others appear to be more genuinely content with their lives.

Unfortunately, although you know you will feel good, it is probably not easy for you to get started. You are not alone. Many people find it awkward to reach out. However, after you take those initial steps and begin making a difference, the difficulties disappear. Feelings of accomplishment and generosity of spirit make the effort and time you spent worthwhile.

So how do you get started in service? First, look around you. There are problems and people in need everywhere. You do not have to look very far to find hunger, illiteracy, pollution, illness, poverty, neglect, and loneliness. Decide on an urgent need or one that you find most compelling. What matters most is that you make a commitment to address the need in a positive way.

After you have chosen a need, select a project that will help you accomplish your goal of making a difference. President John F. Kennedy reminded everyone to, “Ask not what your country can do for you; ask what you can do for your country.” Planning and carrying out the **service learning** project will help you selflessly “do” for your neighbor, your community, your state, your country, and the world.

The author Aldous Huxley said, “Experience is not what happens to you; it’s what you do with what happens to you.” Service learning takes that belief to heart. It is not enough to take positive actions, you must learn from your actions. For example, starting a paper recycling program is a worthy project; it can become more meaningful when you learn more about why it is important, reflect on your experiences, identify what you learned, analyze how you’ve changed, and decide other ways you can recycle and help others commit to recycling.

Service learning experiences can become the starting point for self-awareness, self-improvement, and self-fulfillment. In the process of making a difference for others, you make a difference in yourself.

What Is Service Learning?

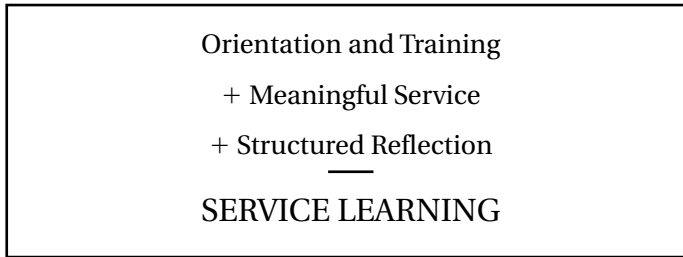
Service learning is an active and experiential learning strategy where students have a direct impact on an identified need that interests and motivates them. It requires sequential lessons that are organized so **orientation** and training come before the meaningful service activity and structured reflection follows the activity.

Key Note Term

service learning – an environment where one can learn and develop by actively participating in organized service experiences within one’s own community.

Key Note Term

orientation – the act or process of orienting or being oriented, such as being oriented on the first day of college.



Structured Teamwork

Service learning requires active participation in structured teamwork. Working within small teams and solving problems together will help you become active participants. Each member is assigned a team role, including:

- **Facilitator** (The facilitator leads team discussions to identify needs and prepare service learning activities.)
- **Recorder** (The recorder takes notes for the team and organizes information.)
- **Reporter** (The reporter represents the team voice and reports team findings.)
- **Timekeeper** (The timekeeper keeps track of time and plans the schedule.)
- **Debrief** (The debriefer encourages team members and leads discussion after presentation.)

Cadet teams should determine, plan, and execute service-learning activities with the aid of their instructor.

Orientation and Training

Orientation and training activities are necessary to prepare you and other participants for the service experience. Integrating what you are learning in class with the service activity is a key goal of service learning. This step requires in-class lessons, followed by selecting a service project that relates to the curriculum and meets academic standards.

You should be familiar enough with the material to conduct the service project you have selected. Part of the planning process will require you to determine what you need to know before the activity and to train yourself accordingly.

If possible, speak with representatives or others involved with the service you have selected to see what to expect. Orient yourself with the service goals, those you will be helping, other organizations or people that you may need to contact, and so on. In other words, learn what you need to know before starting the service experience and plan for all potential circumstances.

Key Note Terms

facilitator – one who facilitates; one who leads team discussion.

recorder – one who takes notes for the team and organizes information.

reporter – one who represents the team voice and reports team findings.

timekeeper – one who keeps track of time and plans the schedule.

debrief – one who encourages team members and leads discussions after presentation and team discussion.

Meaningful Service

It is your responsibility to initiate and plan service activities to correspond to the lesson material. Although there should be at least 15 cadets per service experience, you can either work in committees on one project or small teams on separate projects. For example, you may want to divide the project components among three teams of five cadets each. Learning should be an active and social experience that is meaningful to you and those involved. Within your teams, choose a service activity that:

- **Addresses a real and important need another group is not addressing**
- **Is interesting and challenging**
- **Connects you to others within the community or world**
- **Challenges you to develop new skills**
- **Requires little or no money**
- **Is achievable within the time available**
- **Has a positive effect on others**

Structured Reflection

Reflection, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process. A strong reflection helps you develop skills and extend learning from the service experience. You may use many types of reflection: learning logs and essays; team and class discussions; performances; graphic organizers; and public presentations. Using learning logs throughout the experience to record thoughts, feelings, knowledge and processes will help you organize what you have learned.

Within your teams, share what you have learned by discussing your answers to open-ended questions before, during, and after each service experience. Reflection questions should encourage observation, analysis and integration.

Community Service Versus Service Learning

Community service in many states is dispensed by a judge or court system as mandatory work for infractions of the law. Some students and members of the community view this type of service as punishment. What students learn is that they don't ever want to be forced to do "service" again. Today, many high schools include community service hours as a graduation requirement and though intentions are good, sometimes the emphasis is on quantity of hours, not quality of the project.

Service learning, on the other hand, is a step up from community service; it brings academics to life and is driven by student involvement. You should identify essential needs in your school or community, and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning. Reflecting on the experience will reveal the importance of your service work and the impact you are making on yourself and others.

Key Note Term

reflection – a thought, idea, or opinion formed or a remark made as a result of mediation; consideration of some subject matter, idea, or purpose.

Key Note Term

community service – any form of service provided for the community or common good.

Why Use Service Learning?

Service learning is rapidly growing in popularity around the country. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students:

- **Learn more**
- **Earn better grades**
- **Come to school more often**
- **Demonstrate better behavior**
- **Become more civic minded**
- **Gain a first-hand appreciation and understanding of people from other cultures, races, and generations**
- **See the connections between school and “real life”**
- **Feel better about themselves**
- **Learn skills they can use after leaving school**

Service learning provides a safe environment where you can learn, make mistakes, have successes, and develop by actively participating in organized service experiences within your community. For example, such experiences might include:

- **Meeting actual community needs by providing meaningful service**
- **Coordinating in partnership with the school and community**
- **Integrating these service opportunities into an academic curriculum, thereby enhancing what your school teaches, extending your learning beyond the classroom, and offering unique learning experiences**
- **Providing you with opportunities to use previously and newly acquired academic skills and knowledge in real-life situations in your own community**
- **Providing structured time for you to think, talk, and write about what you did and saw during your actual service activity**
- **Helping you to develop a sense of caring for others**

Providing service can be a powerful tool in the development of attitudes and behavior. It can transform young adults from passive recipients into active providers, and in so doing, redefine the perception of their involvement in the community from a cause of problems to a source of solutions.

Important skills you will need to work successfully to accomplish each service learning activity are similar to those identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) report. There are several important skills and qualities identified in the SCANS to ensure students are prepared for the workforce. The following are just a few of those skills service learning can help you strengthen.

- **Being an effective team member**
- **Providing resource and time management**
- **Engaging in frequent and effective communication**
- **Making decisions**
- **Organizing and being responsible**
- **Effectively managing personal problems such as poor writing skills, lack of research skills, or stereotyping**

Conclusion

When combined with formal education, service becomes a method of learning or “service learning.” Learning is maximized by combining the three main service learning components: orientation and training, meaningful service, and structured reflection.

Service learning is the single learning strategy that can accomplish the most good for the greatest number of people. Studies suggest that service learning reinforces curriculum content and standards, and benefits participants academically, as well as personally and socially. By getting involved to help meet different needs, you have the potential to make a difference to someone specific or to the entire community.

Lesson Review

1. **Who do you know that might benefit from your participation in service learning?**
2. **Define the term “learning logs.”**
3. **Compare and contrast community service and service learning.**
4. **List five benefits from your participation in service learning.**

Lesson 2

Plan and Train for Your Exploratory Project



Key Terms

experimental learning
exploratory project
field education
problem-based learning
training

What You Will Learn to Do

- Prepare for a service learning project

Linked Core Abilities

- 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

Skills and Knowledge You Will Gain Along the Way

- Select an exploratory project
- Identify the steps needed to conduct a service learning experience

Chapter 8

- Identify the essential components of a chosen service learning project
- Develop a plan addressing various circumstances and outcomes of the project
- Define key words contained in this lesson

Introduction

There are several points to consider before undergoing service learning. Planning ahead will prepare you both mentally and physically to undertake the challenge. Before you select a service learning project in class, your instructor should familiarize you with service learning by guiding you in an **exploratory project** within the community. This will help you select a service project and demonstrate the steps to conducting a proper service learning experience.

Exploratory Project Purpose

The exploratory project is an introduction to a service learning activity that utilizes **experiential learning** and **problem-based learning** principles. The purpose of a teacher-planned exploratory project is to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

One of the primary benefits of engaging in an exploratory project is to understand what service learning entails. Service learning is not community service, although many confuse the two. Until you participate in service learning, you will not have a real-life experience to justify the difference.

Exploratory projects help you capture a vision of how to make a difference in the world. After you get involved, you may begin to see the world through different glasses. In addition, as you work to address one need in the community, several other unmet needs will begin to surface. Your vision of the world may change when you begin to see critical needs where you never saw them before.

Suggested introductory projects could include going to a hospital or nursing home to visit residents, distributing food at a food bank, or volunteering at a local Red Cross program.

Service Learning Steps

Before participating in service, familiarize yourself with the following steps to conduct a proper service learning experience:

Key Note Terms

exploratory project – a teacher-planned introductory project to service learning, intended to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

experiential learning – gaining practical knowledge, skills, or practice from direct observation of or participation in events or in a particular activity.

problem-based learning – an instructional strategy that promotes active learning where problems form the focus and learning stimulus and problem-solving skills are utilized.

1. Complete a pre-assessment of skill level using the Personal Skills Map from the JROTC Success Profiler.
2. Determine a school, community, or national need you can fill relating to class curriculum.
3. Brainstorm and select a meaningful service project that meets proposed guidelines.
4. Start a learning log to record new knowledge, thoughts and feelings throughout all phases.
5. Plan and organize details of the service activity and discuss expectations.
6. Participate in a meaningful service activity that meets the service learning guidelines (Form 219-R).
7. Discuss and reflect on what you experienced (observation).
8. Discuss and reflect on what you gained from the experience (analysis).
9. Discuss and reflect on what you can do with the new information (integration).
10. Complete a project summary report and a final group evaluation form to judge teamwork and other activities.
11. Brief the experience to community members, administration, classmates, and so on.
12. Complete a post-assessment using the Personal Skills Map and related analysis to determine a plan of action.

Choosing a Service Activity

After participating in an exploratory project, you should be able to select your own service activity that meets an important need and integrates the curriculum.

It is very important that you participate in selecting a service activity that is meaningful to you and others. Brainstorm service ideas relative to the lesson curriculum and program at hand. Then as a class or team, select the service activity.

Service learning opportunities can use **field education** principles to incorporate scholastic programs with the curriculum. You can integrate programs such as:

- Lions-Quest Skills for Action®
- Groundhog Job Shadow Day®
- NEFE High School Financial Planning Program®
- You the People®
- Chief Justice®
- Cadet Ride®

Key Note Term

field education – performing service and training to enhance understanding with a field of study.

Key Note Term

training – to form by or undergo instruction, discipline, or drill; to teach so as to make fit, qualified, or proficient.

In field education, you perform the service as a part of a **training** program designed primarily to enhance understanding of a field of study while providing substantial emphasis on the service.

Besides integrating curriculum and service, you will learn more about the different types, models, and terms of service in the next lesson, “Project Reflection and Integration.”

Planning the Service

After you have chosen an activity, you must plan the essential facets for project completion and prepare or train yourself for what is to come.

This is where service learning begins. Service learning efforts should start with clearly stated goals and development of a plan of action that encourages cadet responsibility. You can achieve those goals through structured preparation and brainstorming such as discussion, writing, reading, observation, and the service itself. Keep the goals consistent with the level of the activity planned and ensure that the goals and plan of action draw upon the skills and knowledge of your team. When corresponding goals to the curriculum, try to determine academic content standards you will address through the service.

Besides determining goals and standards, plans should be comprehensive to ensure adequate preparation for each step or task. Determine a description of the task(s) and answer the questions:

- **Who will be involved?**
- **What is involved and needs to be done?**
- **When will each step take place?**
- **Where will it all take place?**
- **Why will we do it?**
- **How will it work?**

For example, you might decide to visit a local veterans hospital. You could discover the needs of the elderly patients that reside there by discussions with the hospital’s administrative personnel or possibly by meeting with the residents themselves. You should also determine where the project fits into the curriculum. Together, you might decide that the patients need to have younger people help them write letters to family members, assist with their wellness and fitness, or plan and lead activities.

If you are aware of children who have a hard time learning to read, you could plan a service activity to a local elementary school. Because teachers rarely have extra time on their hands to spend one-on-one with those children, certain schools may welcome JROTC cadets who could come and spend time reading or listening to the children read. You do not have to limit this service to reading. Consider helping in mathematics or other subjects. Remember to maximize the

use of your participating cadets' skills and knowledge. Contact your local Junior Achievement office at <http://www.ja.org> for more service learning suggestions to help teach elementary students. You can also find service learning project ideas by searching the Internet.

Do not forget to accomplish the administrative details during the preparation phase. Teams often overlook these requirements or assume that someone else will do them. You must obtain permission from school administrators to conduct the service learning activity as a field trip and arrange for transportation, lunch, and parental release/permission slips for participating cadets, and the necessary supplies and equipment to perform the activity. Invite administrators, counselors, community members, and so on to be on your Advisory Board so that they will become more involved with your project.

Training for the Service

Before participating in the service activity, prepare yourself for different circumstances or outcomes. This may involve learning about the subject matter you will be expected to know to complete the tasks you have laid out, or discussing different outcomes and expectations within your teams. Try your best to be prepared for different situations you may encounter. Within teams, or as a class, brainstorm and discuss potential hazards you may encounter, and precautions you should take to make the task run smoothly.

Pretend you are taking a bus to a children's hospital with a group of cadets to tutor sick children who cannot be in school. You may need to train yourselves on particular academic subjects/content, research what grade levels will be represented, and locate the hospital. Also, make sure to pair up and plan a meeting time and place.

Executing the Service

In this phase, there are a few rules to remember. Arrive on time and always be courteous. You are representing your school and you should act accordingly at all times. Also, ensure that you understand the task or goal at hand. If you are not sure, ask an authority. They should be able to point you in the right direction. If you are a team leader, make sure your team members feel completely comfortable with the tasks. Finally, if a situation or problem arises that needs an authority's attention (for example, an accident occurs and someone is hurt), take what actions you can and have someone contact the person in charge.

Being well organized and completely prepared are fundamental for a successful execution phase. For example, if you are going to build a garden such as the one mentioned earlier in this lesson:

Service Learning Success Story

During lessons on Planning and Social Responsibility, cadets in Gastonia, North Carolina, decided to plant a garden at a nursing home. Their pre-planning resulted in a specially designed, waist-high "no stoop garden" so seniors could help maintain the plants and flowers. This is a good example of how the needs of the elderly were taken into consideration when the garden plan was developed.

- **Ensure you have the correct tools and supplies to complete the service.**
- **Know the name or names of the contacts for the particular service you are performing.**
- **Identify alternate group leaders in case there are absences.**
- **Assign cadets to work on projects according to their experience and abilities.**
- **Be thoroughly prepared to complete the task, but be flexible to make changes. Things may not go as you plan them.**

Remember, you are there to render a service for your community.

Conclusion

The exploratory project will introduce you to service learning through active participation. From there, you will be ready to choose your own service activity. At that time, remember that good planning is the key to a successful service learning venture. Training may be necessary to complete the task, and learning should be the focus as well as making a difference through service.

You should now be prepared to use the proposed steps and planning procedures to conduct a proper service learning experience.

Lesson Review

1. **Define the term “problem-based learning.”**
2. **Why is it important to participate in a service activity that means something to you?**
3. **What materials might you need if you were visiting children in a hospital?**
4. **Name three projects in your community you might want to join.**
5. **What are the steps needed to conduct a service learning experience?**

Lesson 3

Project Reflection and Integration



Key Terms

advocacy service
after action review
analysis
direct service
indirect service
integration
observation
placement
project

What You Will Learn to Do

- Evaluate the effectiveness of a service learning project

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Relate the projected goals of a service learning project to the final outcomes
- Identify ways to integrate service learning into the JROTC curriculum
- Outline service learning objectives for the future
- Define key words

Chapter 8

Introduction

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project, you will be able to determine and conduct appropriate service learning activities. Before choosing activities, you should know about the models, terms, and types of service available, and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

Short-term Versus Long-term Service

You need to understand how to meet others' needs through either short-term or long-term service activities. Short-term service projects include:

- **Restoring a historical monument during history lessons**
- **Raising money at an event for charity during financial planning lessons**
- **Visiting a nursing home while discussing wellness and fitness issues**

Long-term service projects include:

- **Adopting a local waterway while studying environmental issues**
- **Setting up an advocacy campaign to raise financial resources for shelters during financial planning lessons**
- **Organizing an after-school tutoring program during lessons on teaching skills**

Key Note Terms

projects – a task or problem engaged in usually by a group of students to supplement and apply classroom studies; service learning projects are initiated and planned by cadets with instructor guidance.

placement – service learning activities carried out beyond the classroom in a pre-existing, structured situation.

Models of Service

Service can be done anywhere to reinforce what you are learning in class; you do not even have to leave the school grounds. The two models of service include **projects** and **placements**.

Project Model

Service learning projects are initiated and planned by cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying or starting a recycling program based on information from your geography lessons are examples of service projects.

Index

- academic awards, 33
- active, 155
- active listening, 247
- adaptability, 152
- advocacy service, 279
- after action review, 282
- align, 43
- allocate, 219
- analogy(ies), 197, 203
- analysis, 283
- anthems, 61
- apologize, 254
- appositive, 204
- approach, 82
- assertion, 150
- assessment, 140
- associate, 140
- athletic awards, 35
- attributes, 100
- audience analysis, 228
- auditory, 178
- aural, 216. *See also* auditory
- axon, 170

- battalion, 12
- Battle Dress uniforms, 40
- behavior, 76
- beliefs, 87
- bisecting, 43
- bodily/kinesthetic intelligence, 189
- bombardment, 61
- Brace Map, 196
- brain stem, 164
- bribery, 97
- Bridge Map, 197
- Bubble Map, 195

- cadence, 128
- cadet, 4
- candor, 6, 7
- cannon salutes, 66
- censure, 103
- cerebral hemispheres, 167
- challenges, 4
- change orientation, 151
- channel, 227
- chevron, 43
- Circle Map, 195
- Class A uniforms, 40
- Class B uniforms, 40
- classify, 157
- cluster, 141
- coercion, 93
- Colors, 55
- column, 127
- comfort zone, 144
- command of execution, 126, 134
- command voice, 132
- commitment, 30
- community service, 268
- company, 14
- compare, 220
- comprehension, 204
- compromise, 257
- concepts, 205
- conflict, 240
- conflict resolution, 10
- context, 204
- contrast, 220
- convictions, 102
- cortex, 163
- courtesies, 68
- creative, 155

- critical, 155
culturally diverse, 10
customs, 66
- date rape, 117
debriefing, 267
decorations, 31
deference, 152
dendrite, 170
differentiate, 140
dilemma, 93
direction, 76
direct service, 279
discipline, 121
diversified, 102
doctrine, 99
Double Bubble Map, 196
dress, 66
drill, 121
- effective speaking, 247
efficient, 214
emotional intelligence, 149
enlisted, 12
ensign, 55
enumerate, 220
esprit de corps, 66
ethics, 92
experiential learning, 272
exploratory project, 272
- facilitator, 267
favoritism, 96
feedback, 227
ferrule, 45
field education, 273
fitted, 50
Flow Map, 196
formal inspection, 40, 49
frustration, 241
- garrison cap, 42
garrison flag, 55
gigline, 46
- half-staff, 56
halyard, 58
harassment, 241
hearing, 231
hemmed, 50
hostility, 243
hypothesis, 203
- indirect service, 279
individual awards, 29
inference, 221
inflection, 127
- initiative, 30
insignia, 40
inspection, formal, 40, 49
inspection, pre-, 47
integration, 283
interpersonal intelligence, 190
interpret, 221
interval, 127
intrapersonal, 152
intrapersonal intelligence, 190
introspection, 139
inventory, 201
- JROTC, 4
justify, 221
- kinesthetic, 178
- leadership, 9, 76
learning style, 183
limbic system, 164
listening, 231
listening, active, 247
logical/mathematical intelligence, 189
- maneuver, 121
mediation, 258
mess, 72
military awards, 34
miscellaneous awards, 36
miscommunication, 241, 249
mission, 4
mixed messages, 229
mode, 177
mood, 205
motivate, 4
motivation, 29, 76, 179
Multi-Flow Map, 197
musical/rhythmical intelligence, 190
- nap, 46
national awards, 37
National Defense Act, 9
national march, 63
natural, 144
naturalist intelligence, 190
negotiation, 257
neural plasticity, 171
neuron, 170
neurotransmitter, 170
noise, 227
nonsubdued, 43
nonverbal, 228
norms, 92
- objectivity, 157
observation, 283

- opportunities, 4
- orientation, 266

- paraphrase, 216
- passive, 155
- pennant, 58
- perception, 177
- perpetrators, 115
- persistence, 152
- philosophy, 100
- placement, 278
- platoons, 14
- position of honor, 72
- post flag, 55
- precedence, 44
- precision, 121
- prediction, 202
- preference, 144
- pre-inspection, 47
- prejudice, 93
- preparation, 133
- preparatory command, 126
- problem-based learning, 272
- procedure, 133
- project, 278
- properties, 205
- prove, 221
- purpose, 76, 201

- receiver, 227
- recorder, 267
- recrimination, 105
- reflection, 268
- reflex, 177
- relating factor, 197
- relationships, 240
- reporter, 267
- reporting, 71
- resolution, 251
- resolve, 251
- responsibility, 30
- rhythmic, 129
- ruffles and flourishes, 66

- salutes, 66
- schema, 180
- self-evaluation, 99
- selfless, 125
- selfless service, 89
- self-propelled, 66, 67
- sensory, 177
- sensory flooding, 170
- sensory gating, 170
- service learning, 266

- setting, 227
- sexism, 116
- sexual harassment, 114
- shoulder marks, 43
- sized, 50
- snap, 128
- solutions, 248
- specialists, 14
- squads, 14
- staff, 56
- standard, 55
- “The Star Spangled Banner,” 61
- storm flag, 55
- strategy, 202, 215
- subjective, 157
- subordinate, 12
- succession, 12
- supplementary command, 126
- symbol, 61
- synapse, 169
- synonym, 204

- tactile, 178
- tarnish, 47
- team, 12
- tenets, 90
- territorial, 241
- thought speed, 237
- timekeeper, 267
- tone, 128
- traditions, 66
- training, 274
- Tree Map, 196
- trigger words, 236
- tunnel vision, 93

- uncasing, 71
- uncovered, 70
- under arms, 63
- understanding, 240
- unethical, 93
- Union, 53
- unique, 4
- unison, 122
- unit awards, 29

- values, 87
- verbal, 228
- verbal/linguistic intelligence, 190
- visualize, 157
- visual/spatial intelligence, 189
- vulnerable, 114

Placement Model

Service learning placements are activities carried out beyond the classroom in a preexisting, structured situation. The placement organization typically assigns responsibilities to students individually. Examples include: teaching lessons for Junior Achievement, or volunteering for Special Olympics during fitness lessons.

Three Types of Service

The three types of service are **direct**, **indirect**, and **advocacy**. These service types are described in the following sections.

Direct Service

Direct service involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication.

Indirect Service

Indirect service requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veterans hospital or e-mailing deployed soldiers during your military lessons unit.

Advocacy Service

Advocacy services do not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For example, starting a school-wide poster campaign to teach others about an issue would be an advocacy service.

Integrating Service Learning

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and standards for you to benefit academically, personally, and socially. Applying content standard material to real-life experiences will give you a better understanding of the curriculum.

When conducting a service learning project, take time to pinpoint the standards you should address and ways to assess your learning. As a team or class, consider:

- **What standards are we addressing?**
- **What should we know or be able to do?**
- **What assessments can illustrate our learning?**

Key Note Terms

direct service – involves face-to-face contact with those being served in either project or placement models of service learning.

indirect service – requires hands-on involvement in a service activity without any face-to-face contact with those served.

advocacy service – does not require face-to-face contact with those served; involves speaking out on behalf of an issue or cause.

Not only will you fulfill an important need with your service project, you will be learning the national standards in a more relevant and engaging manner.

Service Learning Examples

Field education integrates curriculum programs with service learning. This section presents examples of how you can integrate service learning with curriculum related programs, including:

- **Lions-Quest Skills for Action®**
- **You the People®/Chief Justice®**
- **Groundhog Job Shadow Day®**
- **Cadet Ride®**
- **Winning Colors®**
- **NEFE High School Financial Planning Program®**

Lions-Quest Skills for Action®

Lions-Quest Skills for Action (SFA) is a student-centered program based on combining learning with service. The program is divided into four parts and a Skills Bank. The program curriculum is an elective that advocates service, character, citizenship, and responsibility.

The Skills for Action curriculum helps guide you through the crucial steps of conducting service learning activities. Those steps include identifying needs, choosing and planning a project to address the need, carrying out the project, and reflecting on experiences and exploring what was learned throughout the project.

You the People and Chief Justice®

There are a variety of ways to incorporate service learning with You the People (YTP) and Chief Justice. After you are grounded in YTP citizenship skills and have formed groups, you can identify a service learning activity to integrate into the skill-building curriculum.

For example, you could create, circulate, and publicize a petition that addresses a community issue and create a videotape to document the issue for community officials.

Groundhog Job Shadow Day®

Groundhog Job Shadow Day (GJSD) is a nationwide effort to introduce students to the skills and education needed to make it in today's job market by letting them explore various career options.

For example, you may decide to start a Job Shadow effort to link the schools to the community; then organize a career day or GJSD to make it possible for high school students in the community to explore different career opportunities.

For details about the program, go to <http://www.jobshadow.org>.

Cadet Ride®

The Cadet Ride is an extension of American history that allows you to choose different historical characters to research. You can reenact them on site or in the classroom and then complete a related service learning activity.

You first need to identify issues that still relate to the community today, such as homeless veterans or victims of terrorist attacks; then take time to discuss how you can use what you have learned to improve the community/world issue. Finally, complete a related service learning activity, taking time to reflect on each phase of the experience.

Project examples used with the Cadet Ride include supporting war memorials or assisting in veterans' hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on 11 September 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.

Winning Colors®

Winning Colors states that everyone is capable of developing decision-making, thinking, feeling, and action behaviors. One example of a service learning project would be to teach senior citizens or elementary students about Winning Colors, how to discover their personal needs, and develop a plan to help them achieve a successful balance.

Note

You can earn two hours of college credit with Winning Colors and a service learning project. Ask your JROTC Instructor for more details.

For more information about Winning Colors go to <http://www.winningcolors.com>.

NEFE High School Financial Planning Program®

The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP) is designed to teach practical money management skills to introduce financial planning through course work. Numerous service learning activities can be integrated into the NEFE HSFPP curriculum.

Note

You can earn two hours of college credit when you do the NEFE curriculum and a service learning project. Ask your JROTC Instructor for more details.

Suggested service learning activities related to the NEFE HSFPP include:

- **Teach elementary students Junior Achievement material in relation to HSFPP**
- **Provide a budget assistance program**
- **Host a Credit Awareness or Financial Fitness Fair**
- **Develop budgets and spreadsheets for local services**
- **Start an Investment Club in school**
- **Design, produce, and distribute informative posters**
- **Comparison-shop for homebound seniors' groceries**

For more information, call NEFE at (303) 224-3510, or visit <http://www.nefe.org>.

Integration with Additional Unit Content

Besides using applicable curriculum programs in service learning, you may decide to integrate additional content and services. The key is to connect the service activity with course curriculum.

For example, after studying harmful effects of tobacco/drugs, you could teach elementary school kids by putting together an anti-drug advocacy program. You could create banners, skits and instructional materials, then plan and coordinate the elementary program teachings.

After the Service

After the service, you will participate in an **after action review** so you can reflect, demonstrate, and evaluate. This will be done in three phases, as described in the following sections.

Structured Reflection Phase

Remember, a strong reflection helps develop skills and extend your learning from the service experience. Besides keeping a running learning log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience. Sharing what you learned with your teammates and listening to others, will add to your learning experience.

Types of reflection questions to ask about the service learning experience include:

Key Note Term

after action review – reflecting on what was learned after an act.

- **Observation/What—What did I do?**
- **Analysis/So What—What did it mean to me?**
- **Integration/Now What—What will I do because of what I accomplished or learned?**

This phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions throughout this activity. Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences in a project summary report, learning logs, essays, and class discussions. In doing so, you should thoroughly describe what happened during the activity; record any differences your activity actually made; and try to place this experience in a larger context. Specifically, do you believe you successfully accomplished your service learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry, events that surprised or frightened you, and other topics related to the activity.

Demonstration Phase

In the demonstration phase, you share with others your mastery of skills, creative ideas, and the outcomes from this project; then identify the next steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might:

- **Give a presentation to peers, faculty, or community members about the activity.**
- **Write articles or letters to local newspapers regarding issues of public concern.**
- **Extend the experience to develop future projects that could benefit the community.**

EVALUATION PHASE: Evaluating Service Learning

A goal in JROTC is to couple high service with high integration of course content to maximize learning and skill development, as well as meet identified needs. When evaluating your service learning activities, reflect upon accomplishments and determine ways to improve.

High service meets a clear and important need and is organized and implemented by students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills. Use the following quadrants to rate your service learning experience.

Quadrant 1

Example: After studying financial planning lessons from the National Endowment of Financial Education, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility.

Key Note Terms

observation – an act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence.

analysis – a study of something complex, its elements, and their relations.

integration – the act or process or an instance of forming, coordinating, or blending into a functioning or unified whole.

Quadrant 2

Example: Cadets organize a drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day.

Quadrant 3

Example: Teacher directs cadets to send e-mail to deployed service members after studying a historic event through a cadet ride.

Quadrant 4

Example: Teacher assigns cadets to perform a color guard in the community after studying lessons in You the People.

Service Learning Authentic Assessments

Authentic assessments that evaluate the service activity and student learning are imperative to a successful service learning initiative. Choose assessment tools that measure and affirm learning, program goals, and impact on the need identified, to determine potential improvements.

Service learning lends itself to performance-based assessment, enabling you to exhibit what you have learned in a hands-on and meaningful context. Be sure to take advantage of college credits available through service learning and your curriculum.

Conclusion

In addition to teaching you the value of volunteering, service learning fosters your development of citizenship skills, as well as personal, social and thinking skills. It teaches service responsibilities and prepares future service commitments. Most importantly, service learning builds a spirit of cooperation among you, your peers, the school, and the community.

Lesson Review

- 1. List the three types of services and give an example of each.**
- 2. Choose one service learning curriculum-related program and discuss it.**
- 3. Define the term “placement.”**
- 4. State what you learn through the evaluation phase.**

Index

- academic awards, 33
- active, 155
- active listening, 247
- adaptability, 152
- advocacy service, 279
- after action review, 282
- align, 43
- allocate, 219
- analogy(ies), 197, 203
- analysis, 283
- anthems, 61
- apologize, 254
- appositive, 204
- approach, 82
- assertion, 150
- assessment, 140
- associate, 140
- athletic awards, 35
- attributes, 100
- audience analysis, 228
- auditory, 178
- aural, 216. *See also* auditory
- axon, 170

- battalion, 12
- Battle Dress uniforms, 40
- behavior, 76
- beliefs, 87
- bisecting, 43
- bodily/kinesthetic intelligence, 189
- bombardment, 61
- Brace Map, 196
- brain stem, 164
- bribery, 97
- Bridge Map, 197
- Bubble Map, 195

- cadence, 128
- cadet, 4
- candor, 6, 7
- cannon salutes, 66
- censure, 103
- cerebral hemispheres, 167
- challenges, 4
- change orientation, 151
- channel, 227
- chevron, 43
- Circle Map, 195
- Class A uniforms, 40
- Class B uniforms, 40
- classify, 157
- cluster, 141
- coercion, 93
- Colors, 55
- column, 127
- comfort zone, 144
- command of execution, 126, 134
- command voice, 132
- commitment, 30
- community service, 268
- company, 14
- compare, 220
- comprehension, 204
- compromise, 257
- concepts, 205
- conflict, 240
- conflict resolution, 10
- context, 204
- contrast, 220
- convictions, 102
- cortex, 163
- courtesies, 68
- creative, 155

- critical, 155
culturally diverse, 10
customs, 66
- date rape, 117
debriefing, 267
decorations, 31
deference, 152
dendrite, 170
differentiate, 140
dilemma, 93
direction, 76
direct service, 279
discipline, 121
diversified, 102
doctrine, 99
Double Bubble Map, 196
dress, 66
drill, 121
- effective speaking, 247
efficient, 214
emotional intelligence, 149
enlisted, 12
ensign, 55
enumerate, 220
esprit de corps, 66
ethics, 92
experiential learning, 272
exploratory project, 272
- facilitator, 267
favoritism, 96
feedback, 227
ferrule, 45
field education, 273
fitted, 50
Flow Map, 196
formal inspection, 40, 49
frustration, 241
- garrison cap, 42
garrison flag, 55
gigline, 46
- half-staff, 56
halyard, 58
harassment, 241
hearing, 231
hemmed, 50
hostility, 243
hypothesis, 203
- indirect service, 279
individual awards, 29
inference, 221
inflection, 127
- initiative, 30
insignia, 40
inspection, formal, 40, 49
inspection, pre-, 47
integration, 283
interpersonal intelligence, 190
interpret, 221
interval, 127
intrapersonal, 152
intrapersonal intelligence, 190
introspection, 139
inventory, 201
- JROTC, 4
justify, 221
- kinesthetic, 178
- leadership, 9, 76
learning style, 183
limbic system, 164
listening, 231
listening, active, 247
logical/mathematical intelligence, 189
- maneuver, 121
mediation, 258
mess, 72
military awards, 34
miscellaneous awards, 36
miscommunication, 241, 249
mission, 4
mixed messages, 229
mode, 177
mood, 205
motivate, 4
motivation, 29, 76, 179
Multi-Flow Map, 197
musical/rhythmical intelligence, 190
- nap, 46
national awards, 37
National Defense Act, 9
national march, 63
natural, 144
naturalist intelligence, 190
negotiation, 257
neural plasticity, 171
neuron, 170
neurotransmitter, 170
noise, 227
nonsubdued, 43
nonverbal, 228
norms, 92
- objectivity, 157
observation, 283

- opportunities, 4
- orientation, 266

- paraphrase, 216
- passive, 155
- pennant, 58
- perception, 177
- perpetrators, 115
- persistence, 152
- philosophy, 100
- placement, 278
- platoons, 14
- position of honor, 72
- post flag, 55
- precedence, 44
- precision, 121
- prediction, 202
- preference, 144
- pre-inspection, 47
- prejudice, 93
- preparation, 133
- preparatory command, 126
- problem-based learning, 272
- procedure, 133
- project, 278
- properties, 205
- prove, 221
- purpose, 76, 201

- receiver, 227
- recorder, 267
- recrimination, 105
- reflection, 268
- reflex, 177
- relating factor, 197
- relationships, 240
- reporter, 267
- reporting, 71
- resolution, 251
- resolve, 251
- responsibility, 30
- rhythmic, 129
- ruffles and flourishes, 66

- salutes, 66
- schema, 180
- self-evaluation, 99
- selfless, 125
- selfless service, 89
- self-propelled, 66, 67
- sensory, 177
- sensory flooding, 170
- sensory gating, 170
- service learning, 266

- setting, 227
- sexism, 116
- sexual harassment, 114
- shoulder marks, 43
- sized, 50
- snap, 128
- solutions, 248
- specialists, 14
- squads, 14
- staff, 56
- standard, 55
- “The Star Spangled Banner,” 61
- storm flag, 55
- strategy, 202, 215
- subjective, 157
- subordinate, 12
- succession, 12
- supplementary command, 126
- symbol, 61
- synapse, 169
- synonym, 204

- tactile, 178
- tarnish, 47
- team, 12
- tenets, 90
- territorial, 241
- thought speed, 237
- timekeeper, 267
- tone, 128
- traditions, 66
- training, 274
- Tree Map, 196
- trigger words, 236
- tunnel vision, 93

- uncasing, 71
- uncovered, 70
- under arms, 63
- understanding, 240
- unethical, 93
- Union, 53
- unique, 4
- unison, 122
- unit awards, 29

- values, 87
- verbal, 228
- verbal/linguistic intelligence, 190
- visualize, 157
- visual/spatial intelligence, 189
- vulnerable, 114

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