

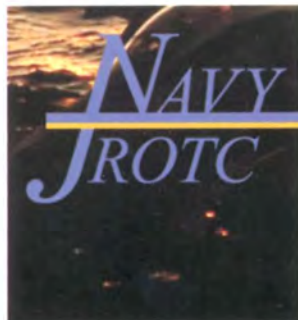
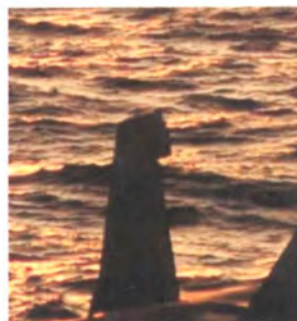
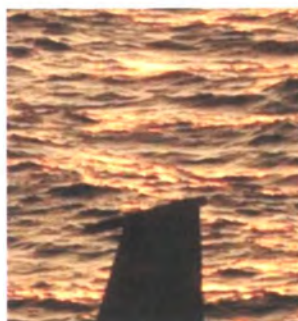
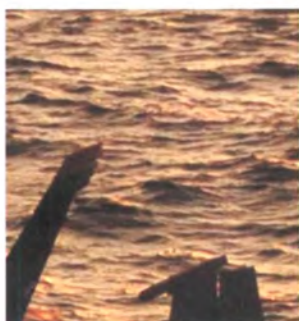
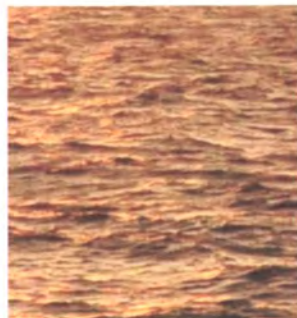
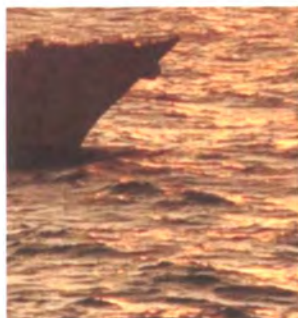
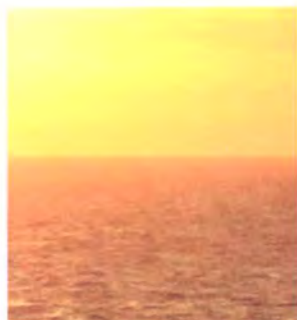
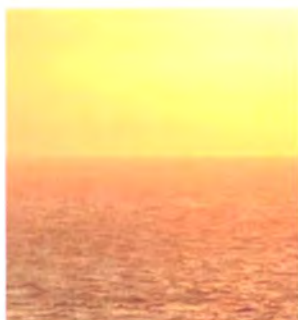
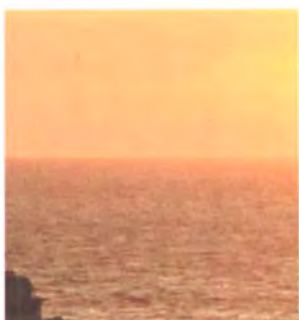


Leadership and Ethics

Naval Science 4



Selected Readings for
NJROTC Students



NAVAL SCIENCE 4: LEADERSHIP AND ETHICS; SELECTED READINGS FOR NJROTC STUDENTS

INSTRUCTOR GUIDE

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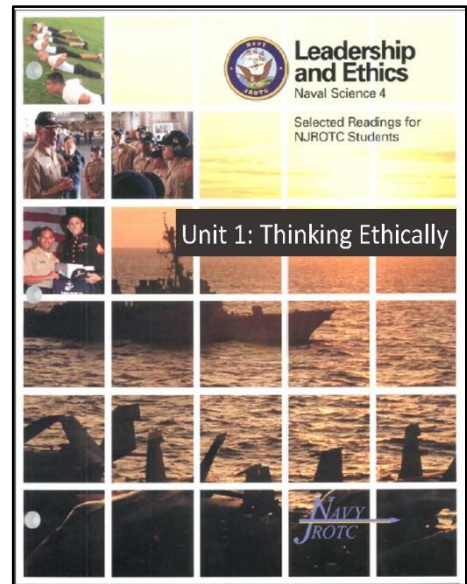
Unit 1: NS4U1 – Thinking Ethically

What Students Will Learn to Do:

In this Unit you will learn about ethical concepts and factors to consider when solving ethics issues

Skills and Knowledge to be Gained:

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



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...

Language

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 1 / Lesson 1: NS4-U1L1 – Thinking Ethically

(Lesson 1 of 1)

What Students Will Learn to Do:

This lesson will introduce ethical concepts and factors to consider when solving ethics issues.

Skills and Knowledge to be Gained:

1. Explain the proper actions to take when solving ethical issues based on pressure, seeking the truth, subordinates, organization, the rules, and additional points.
2. State the six different types of categories for ethical dilemmas.
3. Define the following key terms: ethical code, integrity, transgression, accountability, infraction, condone, impropriety, and solicit.
4. State the factors to consider when determining the proper actions to take when trying to solve ethics issues

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Ethical Code	Standards Of Conduct	Ethical Dilemma	Pressure	Key Term 1	CPS Question 2
Seek The Truth	Key Term 2	RADM Howard Video	Ask For Clarification	Key Term 3	Accountability	CPS Question 3	Key Terms 4
Subordinates	Organization	Know The Rules	Key Terms 5	CPS Question 4	Addition Points	Additional Points Summary	MCPON Scott Video
Pressure Key Factors	CPS Question 5	Subordinates Key Factors	Know The Rules Key Factors	CPS Question 6	Lesson Summary		

Key:

Textbook Content	Student Engagement and Assessment
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Unit 1 / Lesson 1: NS4-U1L1 – Thinking Ethically

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 1, Lesson 1. Place a checkmark beside the NS4-U1L1 PowerPoint presentation, and these two CPS question deck files:
NS4-U1L1 - Key Terms and NS4-U1L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In this lesson we will learn that a leader's behavior has a direct impact upon the personnel around them, especially their subordinates. Ethical behavior is one of the foundations for developing trust, and embodies many of the values found in the Navy core values of Honor, Courage and Commitment. In this lesson, you will learn about some of the ethical dilemmas that challenge leaders in today's military. This Unit evaluates a case based on a real-world leadership scenario.</p>	1-3
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Ethical Code	<p>Explain that an ethical code is a principle of right or good conduct, or a body of such principles. Leaders are challenged to exercise this ethical code.</p>	6
Standards of Conduct	<p>Explain that in a memorandum about Standards of Conduct Guidance the Navy Vice Chief of Naval Operations laid out the fundamental steps for the Flag Officers to promote and maintain ethical standards.</p> <ul style="list-style-type: none">• Set a command climate that fosters healthy dialogue and collaborative decision-making on all ethics issues. You need open and frank advice in order to choose the right course of action. Ensure your staff understands you will not tolerate unethical conduct or shortcuts which circumvent safeguards we have in place.• Emphasize the importance of the annual ethics training requirement. Include your personal staff, Enlisted Aides, and spouse in the training. Remember, you are responsible for those who act on your behalf.• Integrate the advice of your Staff Judge Advocate and Ethics Counselor early in the decision-making process. As part of your personal staff, their job is to	7

Unit 1 / Lesson 1: NS4-U1L1 – Thinking Ethically

	assist you in making sound ethical decisions. If your planning process is transparent and rigorous, they will help you work through any legal issues encountered.	
Ethical Dilemma	<p>Explain that in practice, ethical dilemmas generally fall into one of the following categories:</p> <ul style="list-style-type: none"> • Pressure • Seek the Truth • Subordinates • Organization • Know the Rules • Additional Points 	8-9
Pressure	<p>Explain that at various times leaders will be presented with a difficult decision because of pressure from others to do something that the leaders might not otherwise be willing to do themselves. Whether it is a senior, peer, or subordinate who is making the request, the leader must keep in mind that in the long run, things that are done improperly are eventually found out, with resultant distrust of all future efforts by the person who committed a wrong in the first place. Keep the following in mind when considering ethical problems that involve pressure:</p> <ul style="list-style-type: none"> • Your reputation depends on you not giving in to pressure. • A leader who comes to realize that a given act was unethical must then question what to do. • There is no place to hide when the truth is finally found out. • Usually, doing the right thing the first time requires more time to consider all the alternatives and why it is, in fact, the right thing to do. • There are rewards for doing the right thing 	10-11
Pressure	<p>Explain that the rewards for doing what is right are threefold:</p> <ol style="list-style-type: none"> 1. You can live with yourself, without a guilty conscience. 2. You do not lose a lot of precious time later making up stories, trying to remember what you told to whom, etc. 3. Your integrity is never questioned. 	12
Key Term 1	Integrity - Having integrity is to have a firm adherence to a code of moral or professional values; to be honest, incorruptible and sound.	13
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	14
Seek the Truth	Explain that one of the special responsibilities leaders have is to preserve the practice of telling the truth. If you suspect a subordinate is lying, it is your responsibility to ask for clarification. It is also your responsibility to set an example and to encourage others to be truthful. If you do not, you send the message that it is okay to lie to a senior. You also send the message that the senior really wants to be lied to, that is, he or she approves of improper conduct but does not want to formally okay the transgression.	15-16
Key Term 2	Transgression - A transgression is to break a law, commit a wrongdoing, or be disobedient.	17

Unit 1 / Lesson 1: NS4-U1L1 – Thinking Ethically

RADM Howard Video	Show RADM Howard video.	18
Ask for Clarification	<p>Explain some of the reasons why it is important to ask for clarification:</p> <ul style="list-style-type: none"> You may not have understood what was said to you. Your own information may be faulty and so your interpretation of what was said may also be faulty. You must not assume that a peer or senior would deliberately lie to you. They may actually believe what they say to you. 	19
Key Term 3	Accountability - Accountability is the responsibility and obligation imposed by law on military personnel for their management of personnel, property, or funds assigned to them.	20
Accountability	Explain that there should not be a lower sense of accountability for leaders and consequences for infractions should be fair, if not equal. The reason for this is that leaders are expected to conform to the rules and regulations with little or no supervision. Leaders are role models for subordinates.	21
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	22
Key Terms 4	<p>Infraction - Infractions are violations or transgressions against someone or something.</p> <p>Condone - Condone means to forgive or overlook; to regard as acceptable, forgivable or harmless.</p>	23
Subordinates	Explain that leaders are not only required to act properly in accordance with "Standards of Conduct" regulation, they are expected to know them so well they can recognize unethical behavior in others. When the subordinate is seen acting unethically and the leader appears to know what is going on, the assumption is made that the officer both condones the unethical act and is deliberately looking the other way so as to allow the improper behavior to continue.	24
Subordinates	Explain that one contributor to unethical behavior by subordinates is their belief that they are being treated unethically and thus may give back treatment in kind. If leaders are fair, compassionate, and straightforward with their subordinates, then those subordinates will positively respond to demands for they want to return that loyalty. Avoid treating subordinates unethically, not because they will report you, but because treating them fairly is the right thing to do.	25
Organization	Explain that managerial competence is needed for leaders to make sure an ethical work environment can exist. Ethical conduct is facilitated by good organization.	26
Organization	Explain that when disorganization is evident, ethical behavior is also affected – individuals often begin to take shortcuts to get things done and may perceive themselves as part of a hollow, disorganized force with a thin infrastructure. The bottom line is that when channels of communication and movement of materiel are not facilitated properly, then nonstandard, possibly unethical ways to accomplish mission objectives often result.	27
Know the Rules	Explain that leaders are expected to know as much as possible about the laws governing the actions of their personnel, but they cannot be expected to know all the laws governing the actions of personnel. Consequently, it is the responsibility of each leader to seek proper guidance in all instances when he or she is not positive that what he or she is doing is ethically correct.	28

Unit 1 / Lesson 1: NS4-U1L1 – Thinking Ethically

Key Terms 5	<p>Impropriety - Impropriety is an improper act or the quality of being improper. An improper remark is an unacceptable use of a word or of language.</p> <p>Soliciting - Soliciting is to ask for something; to approach with a request or plea; to urge strongly.</p>	29
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	30
Additional Points	<p>Explain and discuss the additional points worthy of remembering:</p> <ul style="list-style-type: none"> Carelessness and inefficiency can easily give the appearance of impropriety. For a military member, soliciting gifts to auction for an on-base organization is unethical because it suggests that if one "cooperates" with the organization then in some extra way, the organization will give something back. Certain services, such as military service to one's country, are to be given freely. When you leave an organization, leave the organization-provided property behind. Try to use the chain of command to resolve problems. An indifferent attitude by leaders toward alcohol and drug abuse cannot be tolerated. Adequate education and training must be conducted. The organization's climate can adversely affect all aspects of operations and spill over into member's personal lives. Religious, racial, sexual, and ethnic biases are not ethical whether they are the basis for positive or negative personnel action. Treat other as you would like to be treated. The perception of wrongdoing will have the same effect on the organization as if there actually is proven or confirmed wrongdoing. Don't talk negatively about anyone in front of his or her peers, especially when they are not present. 	31-33
Additional Points Summary	Explain the rewards of an ethical approach to service are many, including the self-satisfaction of having exercised leadership in a positive manner, knowing that one is contributing to the job satisfaction of others.	34
MCPON Scott Video	Show MCPON Scott video.	35
Pressure Key Factors	<p>Explain that the following are pressure key factors:</p> <ul style="list-style-type: none"> Does the leader attempt to delegate accountability when he or she is the one who is accountable? Is there pressure upon the leader from seniors, peers, subordinates, an organization, or the community, to behave unethically? Does the leader do the right thing from the very beginning? 	36
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	37

Unit 1 / Lesson 1: NS4-U1L1 – Thinking Ethically

Seek the Truth Key Factors	<p>Explain that the following are Seek the Truth key factors:</p> <ul style="list-style-type: none"> • Be it senior, subordinate, or other, do you suspect someone is lying to the leader? • Does the leader ask for clarification? • Does the leader validate the facts? • Does the leader encourage others to be truthful? • Is someone actually lying to the leader? If so, does the leader confront the liar? • Does the leader fail to act when necessary? 	38-39
Subordinates Key Factors	<p>Explain that the following are subordinate's key factors:</p> <ul style="list-style-type: none"> • How might the leader's actions be perceived by subordinates? • Does the leader allow unethical action by one of his or her subordinates? • Is the leader slow to react to unethical action by one of his or her subordinates? • Do the subordinates believe they are being treated unethically? • Does the leader act fairly, compassionately, and straight forward with his or her subordinates? • Is someone assumed to be acting ethically simply because he or she seems to be an outstanding performer? • Does the leader apply a double standard? • Is the leader a good role model for his or her subordinates? 	40-42
Organization Key Factors	<p>Explain that the following are organization key factors:</p> <ul style="list-style-type: none"> • Is an ethical work environment being maintained? • Does the leader demonstrate managerial competence? • Are the channels of communication and the movement of materiel properly facilitated? 	43
Know the Rules Key Factors	<p>Explain that the following are rules key factors:</p> <ul style="list-style-type: none"> • Has a code or rule been violated? • Does the leader know how to enforce the rules, regulations, or policies? • Does the leader seek proper counsel if he or she does not know the rules, regulations or policies? • Is there the appearance of impropriety? • Are there any additional points to consider? 	44-45
CPS Question 6	Check in on students' understanding of information covered so far by engaging lesson question 6, with follow-up discussion as appropriate	46
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none"> 1. The proper actions to take when solving ethical issues based on pressure, seeking the truth, subordinates, organization, the rules, and additional points. 2. The six different types of categories for ethical dilemmas. 3. Key terms: ethical code, integrity, transgression, accountability, infraction, condone, impropriety, and solicit. 4. The factors to consider when determining the proper actions to take when trying to solve ethics issues. 	47

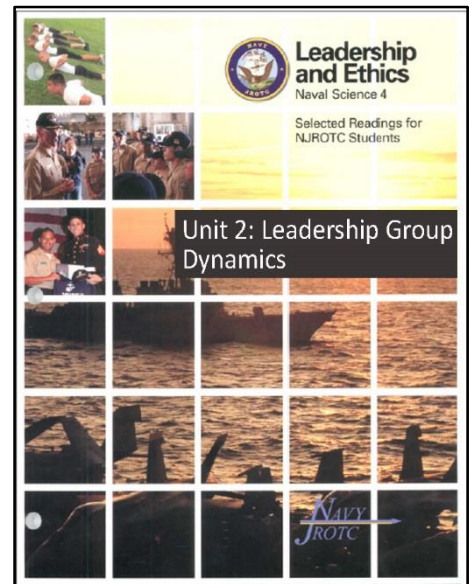
Unit 2: NS4U2 – Leadership Group Dynamics

What Students Will Learn to Do:

This Unit will explain the purpose and function of groups and some methods available for group leaders to develop an effective group. It will also explain the internal and external dynamics and their effects on groups and how a group leader can create a satisfying social structure.

Skills and Knowledge to be Gained:

1. Learn the factors that contribute to an individual's decision to join a group.
2. Identify the characteristics of the nature of group.
3. Identify the individual needs that can be satisfied by belonging to a group.
4. Learn how leaders use group dynamics for motivation.
5. Evaluate the Billet Assignments case scenario.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 2 / Lesson 1: NS4-U2L1 – Nature of Group and Group Dynamics

(Lesson 1 of 3)

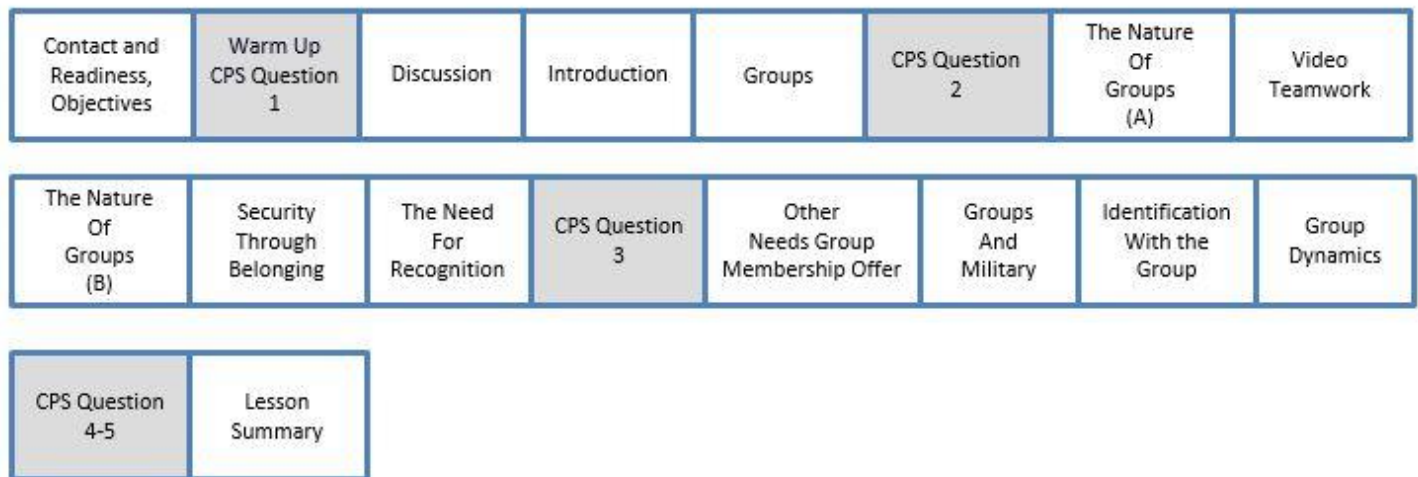
What Students Will Learn to Do:

This lesson will explain the purpose and function of groups and some methods available for group leaders to develop an effective group.

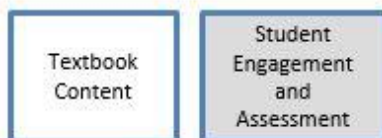
Skills and Knowledge to be Gained:

1. State the factors that contribute to an individual's decision to join a group
2. Identify the characteristics of the nature of group
3. Identify the individual needs that can be satisfied by belonging to a group
4. State how leaders use group dynamics for motivation
5. Define the following key terms: new dimension, psychological factors, status, group dynamics, and external dynamics

LESSON FLOW OUTLINE



Key:



Unit 2 / Lesson 1: NS4-U2L1 – Nature of Group and Group Dynamics

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 2, Lesson 1. Place a checkmark beside the NS4-U2L1 PowerPoint presentation, and these two CPS question deck files:
NS4-U2L1 - Key Terms and NS4-U2L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In this lesson you will learn about group dynamics and how leaders can use group dynamics to develop an effective group. This unit ends with an evaluation of a case based on a real-world leadership scenario.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) - Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question with follow-up discussion based on responses as appropriate.</p>	5
Discussion	<p>Making Connections Questions are designed to help cadets relate with the material by making a personal connection with its content. These questions function best when presented before the content to which they correspond. Making Connections Questions introduce the topic to the cadet and engage the cadet on a personal level with the lesson's content.</p> <p>Ask students the following questions:</p> <ol style="list-style-type: none">1. If someone you just met asked you to describe yourself, what would you say?2. Would you include a group to describe yourself?3. Are you a member of more than one group? Which group is most fulfilling to you? Why?	6
Introduction	<p>Explain that groups are composed of two or more people. People function differently when they are part of a group.</p>	7
Groups	<p>Explain that in recent years, social scientists have done more and more research in the area of group behavior. This research is aimed at learning how and why groups behave as they do. When individuals are brought together in a group situation, those</p>	8

Unit 2 / Lesson 1: NS4-U2L1 – Nature of Group and Group Dynamics

	individual needs take on a new dimension. Each person in the group is no longer influenced only by personal and private needs; he or she is also influenced by the needs and behavior of others in the group. This mixture of needs and behavior in the group creates a complex and dynamic force. Groups create a new dimension – a new extent, size, or scope of something – such as the needs of group members.	
Groups	Explain that scientific study of the psychological factors of group behavior is relatively new, but already the results of such study are being used by leaders in influencing subordinates in many areas of business, government, military, and even sports. Psychological factors refer to factors pertaining to or derived from the mind or emotions. The study of group dynamics is aimed at helping the leader to discover new ways not only to motivate people, but to do it in a way that will provide satisfaction and happiness to those being led.	9
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	10
The Nature of Groups	Explain that the word "group" when used in reference to people means two or more individuals who have common purposes or characteristics. It implies that the specific members interact and affect each other. Through interaction the members of the group become acquainted with each other and the group develops a personality of its own. The use of the word "I" gradually changes to "we," and the group starts functioning more as a team with a common purpose.	11-12
Video on Teamwork	Show video on teamwork.	13
The Nature of Groups	Explain that what actually takes place is a gradual process. True functioning groups are found only when each member gains satisfaction from membership in the group. The use of the word "we" indicates that satisfaction is being gained and the individual is identifying with the group. Thus, in understanding the nature of a group, we must refer to our knowledge of human behavior to find out which individual needs can be satisfied by belonging to a group.	14
Security Through Belonging	Explain that one need met through group membership is security through belonging. Group thinking influences social behavior and plays an important role in controlling the general way of life for most of us. It is one of the main controls of social behavior. Individuals have a desire to be identified with others. This desire could be caused by common interests or goals, or by a person's gregarious nature. Individuals seem to gain a certain amount of security through having a set relationship with others.	15
Security Through Belonging	Explain that belonging gives us a feeling of having status, of having a definite purpose or role in the group. It may be a major role or a minor role, but this does not seem to matter. The important thing is that there is a defined place or role in the group. Who is who? What is one's place? How long will the place last? How can one rise in the group? The answers to these questions are important aspects of belonging. One of the greatest influences on people's behavior is the influence of the group. Group thinking is considered one of the main controls of social behavior.	16-17
The Need for Recognition	Explain that all individuals seek status and for this status to be of value it must be recognized by others. Through membership in various groups, the individual is seeking a means of gaining some recognition.	18
The Need for Recognition	Explain that the status of an individual is actually a matter of how one feels about one's place in the group. This does not mean that to have status, everyone wants to be	19

Unit 2 / Lesson 1: NS4-U2L1 – Nature of Group and Group Dynamics

	boss, president, or supervisor. Status depends on what individuals think about their role or place in the group and on how they define success for themselves in this role. Some individuals prefer a place that is in the limelight, while others prefer the obscure or insignificant role. In other words, each individual has a certain preferred place, status, or role that he or she wants other people to accept and recognize.	
The Need for Recognition	Explain that an individual may gain feelings of esteem from the status of the group. If the group is well thought of, accomplishes many worthwhile goals, and is looked upon as a group with merit, it brings credit to its members. The Marine Corps has long used this means of satisfying individual esteem needs through the prestige of the group. There is nothing wrong with this method, for it serves as a strong motivating force. Unit citations, honors, and commendations all accomplish the same things, for individuals like to belong to groups of which they are proud.	20
CPS Question 3	Check in on student's understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	21
Other Needs Group Membership Offers	Explain that the belonging and recognition needs are not the only needs that may be satisfied through group activities. The individual may join a group for several reasons. The physician may join a medical society to have access to the latest medical information. The laborer may join a union because he believes his economic status will be improved. The owner of a downtown business may join one of the city's civic organizations in order to have more contact with the public and other businesspeople. Some groups exist solely because individual needs can best be satisfied through united effort. The group that promises satisfaction of more than one need is going to be more attractive than one which offers satisfaction of only a single need.	22
Groups and Military	Explain that the group and its activities are very important to the individual in the military service. The change from civilian to military life means learning to get along in a new society. The needs that were satisfied through a variety of civilian activities suddenly are blocked because those activities are longer available. The avenue that is open for an individual to gain some satisfaction is through association with the other members of the military service. This association can be more satisfying than any in civilian life because a military unit may be thrown together with no other contacts for an extended time.	23
Identification with the Group	Explain that this is probably the secret of building successful teams. We know that individuals join or identify with a group because the association promises to pay off in satisfying some deep-rooted needs. These needs must be satisfied by and through the group to cause the individual to wholeheartedly identify with it. On the other hand, the group must benefit from the identification of its members. This means that accomplishing the group's mission is a responsibility of all group members. Another important aspect is that group identification must be satisfying to all members rather than just a select few. There is no surer way of losing group members and the effectiveness of the group than by favoring a select few. The group is not a team until all members start identifying themselves with it.	24-25
Identification with the Group	Explain that individuals who are effectively identified with the group and its objectives will show this identification by boasting about or showing pride in belonging to the group. Individuals who show this feeling for the group are accepting group success or failure as their own success or failure. On the other hand, some individuals become so strongly identified with the group that they think the group can do no wrong. In this case the individual may become overly dependent on the group and look on those outside as being its enemies. A healthy degree of identification with the group is essential, but not to the extent that the individual loses his or her own identity.	27

Unit 2 / Lesson 1: NS4-U2L1 – Nature of Group and Group Dynamics

Group Dynamics	Explain that group dynamics are those forces that result from the interaction of group members among themselves and between the group and the environment in which the group exists. Those forces within the group may be called internal dynamics. Those forces arising from interaction of the group with its environment may be called external dynamics.	28
CPS Question 4-5	Check in on students' understanding of information covered so far by engaging lesson question 4-5 with follow-up discussion as appropriate.	29
Lesson Summary	Explain that in this lesson the cadets have learned the purpose and function of groups and some methods available for group leaders to develop an effective group. They have learned the factors that contribute to an individual's decision to join a group and the characteristics of the nature of group. Additionally, the cadets have identified some individual needs that can be satisfied by joining a group and how a leader can use group dynamics to motivate a group. Finally the cadets have learned the key terms: new dimension, psychological factors, status, group dynamics, and external dynamics.	30-31

Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

(Lesson 2 of 3)

What Students Will Learn to Do:

This lesson explains internal and external dynamics and their effect on group dynamics. It will also explain how a group leader can create a satisfying social structure.

Skills and Knowledge to be Gained:

1. Define internal and external dynamics
2. State the five factors that affect the internal dynamics of a group
3. Identify examples of external dynamics that affect a group
4. State the responsibilities of a group leader to foster a satisfying social structure
5. Define the following key terms: grapevine, prestige, and autocratic

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Review	Internal Dynamics	Communication Patterns (A)	CPS Question 2	Communication Patterns (B)	Leaders And the Grapevine
Participation Patterns	CPS Question 3	Group Standards	Group Solidarity	Video Navy Chaplain And Group Solidarity	CPS Question 4	Espirit De Corps	External Dynamics
CPS Question 5	The Group Leader	Technique: Identify Goals	Technique: Give Direction	Video Life on an Aircraft Carrier	CPS Question 6	Technique: Give Constant Treatment	Technique: Create Status
CPS Question 7	Lesson Summary						

Key:

Textbook Content	Student Engagement and Assessment
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Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 2, Lesson 2. Place a checkmark beside the NS4-U2L2 PowerPoint presentation, and these two CPS question deck files:
NS4-U2L2 - Key Terms and NS4-U2L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In this lesson you will learn more about group dynamics, specifically, the factors of internal and external dynamics. You will have the chance to implement this knowledge at the end of the unit with an evaluation of a case based on a real-world leadership scenario.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) - Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Review	<p>Explain that group dynamics are the factors and relationships that govern behavior of a group of people. Some come from within the group (internal dynamics) while others come from without the group (external dynamics).</p>	6
Internal Dynamics	<p>Explain that internal dynamics of a group includes those actions resulting from the communication and participation patterns within the group. The behavior and performance of the group is also influenced by such factors as group atmosphere, group standards, group identity, and group spirit.</p>	7-8
Communication Patterns	<p>Explain that communication within the group is absolutely essential for effective group functioning. Communication is necessary to provide the information needed to accomplish the group task. Without communication there can be no coordination or cooperation, and there would be no means to develop group attitudes and spirit. Communication is the primary process of group dynamics.</p>	9
Communication Patterns	<p>Explain that there are many ways by which people in a group communicate. In a formal group there may be established channels of communication, such as the "chain of command" in a military organization. In a democratic group, the patterns of communication are more informal.</p>	10

Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

Communication Patterns	Explain that in either case, the leader of a group must be at the center of the group communications network. The leader must be in a position not only to direct communications downward to members of the group, but also to receive communication coming up from the group. The channel of communication must remain open. This two-way communication between the leader and the group is necessary for a number of reasons.	11
Communication Patterns	Explain that the two way exchange of communication enables the leader to determine from the “feedback” from the group whether or not ideas or instructions have been clearly received and understood by the group. It also provides a means for group members to contribute their ideas and suggestions to the leader. If this upward channel of communication is left open and subordinates are encouraged to use it, many good ideas will originate from the people who are in the best position to recommend changes that will increase efficiency at the working level of the group process. Good ideas can come from any member.	12
Communication Patterns	Explain that this upward communication also provides a means for subordinates to “let off steam” or to get problems and gripes off their chest. It is not enough, however, to merely leave the door open to upward communication. Leaders must actively encourage and solicit ideas, suggestions, and gripes from members of the group. They can do this through informal discussions with subordinates or by more formal means such as suggestion boxes or incentives or rewards systems. However they do it, they must create an atmosphere wherein members of the group are encouraged and will feel free to make their ideas known.	13
CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	14
Communication Patterns	Explain that another important communication pattern that exists in all groups is what is known as the “grapevine.” The expression today has come to mean any unofficial information that is passed among the members of a group. This information consists of a combination of facts and rumors, but studies of the grapevines of major organizations have shown the information to be highly accurate and reliable. In some cases this information has proven to be 80 to 90 percent accurate. The reason for the reliability of such communication between group members is due in part to the informal atmosphere in which it is transmitted. Since the information is usually passed among friends, it is received in an atmosphere of trust and confidence and is usually specific interest to the group. To prevent the spread of rumors, the leader must keep the grapevine supplied with facts. When the group knows the truth about a situation of interest to them, they have no need or desire to spread rumors.	15-16
Leaders and the Grapevine	Explain that rather than look at the grapevine as a nuisance, leaders should use it to the advantage of effective group communication. They can learn through the grapevine who the informal leaders of various subgroups are, and through them, leaders can use the grapevine to gain information that might not be available through other means. A leader can also use it to disseminate messages that might be better received in the informal atmosphere of the grapevine.	17
Participation Patterns	Explain that in the group situation it is impossible for every member to participate to the same degree. The varying interests, aptitudes, and talents of the individual members will largely dictate the participation pattern of a particular group.	18
Participation Patterns	Explain that if the group is left to find its own pattern without direction from group leadership, some unfavorable patterns may develop. Some members will tend to over participate and dominate the group. Others may fail to participate at all without some stimulus from within the group. In a group discussion, for example, a few members	19

Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

	might try to do all the talking, thus depriving others of an opportunity to contribute to the discussion. The leader must realize that all members have something to contribute, but it is sometimes necessary to encourage participation by those who are shy or reluctant to speak for fear of ridicule.	
Participation Patterns	Explain that the leader's participation will also have a considerable influence on the participation pattern of the group. If the leader is autocratic and authoritarian to the degree of making all decisions without seeking the advice and assistance of others, the other members will soon cease to participate in the decision-making process at all. This could also affect their attitude toward the group and its goals. A much better situation is created within the group when the leader draws upon the varied talents that are available in the group. This makes the group aware of its talents, skills, and other resources and enhances the feelings of worth of individual members.	20-21
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	22
Group Standards	Explain that a common characteristic of all groups is the adoption of group standards. That is the code of operation or behavior that the group adopts in a particular situation. It is a collective sense of responsibility that the group has about how it carries out its work. Sometimes a group's stated standards may not agree with what is the actual practice. For instance, new cadets join the unit and are told that they must maintain a neat appearance, with shined shoes, a proper uniform, and a neat haircut. For a few weeks they come to school that way, but they notice that other cadets have un-shined shoes and un-pressed uniforms, and nothing is said about it. Soon the new cadets are coming to school with un-shined shoes and an otherwise unkempt appearance. They have adapted themselves to the true group standards, which are different from what the new cadets were told when they joined the unit.	23
Group Standards	Explain that it is the responsibility of the leader to help the group to set standards for acceptable performance. It is not enough just to aim for high standards. Group standards should be well defined so that each member knows what is expected. They should also be realistic. If stated standards are so high that they are impossible for the majority of the group to maintain, they will lead only to frustration and dissatisfaction. Group standards should also be consistent and not change at the whim of group leaders, and they should apply to all members of the group. The example that is set by leaders of the group will in the long run have a greater influence on setting the true standards of the group than any formal statement of ideals or aims.	24-25
Group Solidarity	Explain that another characteristic of a group is that of group solidarity or cohesion. This is the tendency for members of a group to stick together. This tendency may be very strong, or it may exist only as a fragile bond, but every group exhibits this characteristic to some degree.	26
Group Solidarity	Explain that group solidarity is developed in a number of ways. The first factor in the development of group cohesion is the simple matter of close association. To develop strong emotional ties people have to know each other well and this can be done only through close association. Close association over a long period of time can develop very strong bonds between group members. The longer a group stays together in an organization, the stronger their feelings of solidarity become. But close association alone is not enough to develop strong bonds among people. It is also necessary for them to have a common purpose. Group purpose and teamwork are essential in building group solidarity.	27

Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

Group Solidarity	Explain that another factor that promotes group cohesiveness is common experiences. People who share common experiences develop close identity with each other based on those experiences. These experiences, however, must be satisfying to group members. The sharing of frustrating experiences or failures can break up group solidarity as members leave the group to disassociate themselves from unpleasant experiences. The leader of a group can promote solidarity by providing situations that promote close association through common experiences with a sense of common purpose.	28
Video on Navy Chaplain and Group Solidarity	Show video on Navy Chaplain and group solidarity.	29
CPS Question 4	Check in on student's understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	30
Espirit de Corps	Explain that when an organization has a high degree of solidarity and group identity, it is said to have esprit de corps. Esprit de corps has a meaning that transcends the literal translation of the words. It is a quality that is found in formal organizations with a strong sense of history, tradition, and heritage, and which offer its members opportunities for recognition and prestige through membership. It is characterized by enthusiastic pride and loyalty of members, including the display and use of symbols and slogans that are identified with the group. When a group has high esprit, it is often capable of performance that far surpasses what would be normally expected. If this quality is highly developed in an organization, it is possible to pass it on from generation to generation in the same organization even though the entire membership will change over a period of years.	31-32
External Dynamics	Explain that in addition to the internal forces that affect group action and behavior, there are external forces that also have an important influence on the group. These external forces are the factors that affect the group as a whole. Every group exists in some kind of environment. Your Navy Junior ROTC unit exists in the school environment, which in turn is part of a larger community. The attitude of your school and community toward your unit will have an effect on the way your unit performs. Your parent organization, the Navy, is another external force that influences your unit. All of these external groups have a certain image of your unit, and they have certain expectations about how you should perform as a group. The Navy expects you to uphold the same high standards of behavior and performance that are expected of all Members of the Navy. The school expects you to represent the ethics, standards, and values of the school.	33-34
External Dynamics	Explain that sometimes there may be conflicts between the expectations of some of these outside influences. For example, the standards of dress, haircuts, and appearances may differ between what the school population expects and what your Instructors expect. Such influence will have an effect on the behavior of the unit and must be considered in understanding its functioning.	35
External Dynamics	Explain that another factor of external group dynamics is the membership of group members in other groups. Members of a group may belong to a number of groups, all of which are competing for the individual's time and energy. Since time is a limited commodity, the individual must make a choice of which group is most important. Usually the individual will choose the group that offers the greatest opportunity to achieve security, acceptance, recognition, and the other basic needs.	36
External Dynamics	Explain that no group exists in a vacuum, and group behavior cannot be considered without reference to external forces. The group leader must be aware of these	37

Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

	external forces and see that group goals are kept in harmony with the goals of the community in which the group exists.	
CPS Question 5	Check in on student's understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	38
The Group Leader	Explain that the overall objective of a leader is to motivate the group toward the achievement of its mission or goals. To do this the leader must create within the group a satisfying social structure. There are a number of techniques that can be used to achieve this kind of group situation.	39-40
Technique: Identify Goals	Explain that the leader must help the group members to identify specific goals so that they will have a clear picture of what they are about to accomplish. If it is a democratic group with goals that are derived by consensus, it may be necessary for the group leader to distill some concrete and well-defined goals out of the generalized objectives of the group. If it is an autocratic group with goals or missions assigned by higher authority, the leader must define those goals or missions so that they may be clearly understood by the group and in such a way that the group members can identify with the goals and accept them as their own. In either case the achievement of group goals must provide for satisfaction of needs of individual group members. Once the leader has identified the group's goals, the task may be more than half done. Once these goals are defined, the internal forces and energies of a responsive group will move toward their accomplishment.	41-43
Technique: Give Direction	Explain that the leader must give direction to the group effort. A planned procedure is essential for efficient group functioning. This involves management and means establishing an effective and satisfying framework for group action. The plan must be meaningfully communicated to all members for best results. This means letting everyone in on the plan, for individuals need to feel that they are involved in and are an important part of the plan. Even greater satisfaction may be achieved if group members are allowed to participate in the actual planning itself. This participation in the planning enables individual members to select suitable and satisfying roles for themselves and leads to closer identification with the group goals.	44-45
Video of Life on an Aircraft Carrier	Show video of life on an aircraft carrier.	46
CPS Question 6	Check in on student's understanding of information covered so far by engaging lesson question 6, with follow-up discussion as appropriate.	47
Technique: Give Constant Treatment	Explain that consistent treatment of group members creates a secure environment for group members. This means being just and giving to others what they are due in your honest opinion. This is especially important in an autocratic organization like the military.	48
Technique: Give Constant Treatment	Explain that when subordinates know the standard of behavior that is expected of them and the respective rewards and punishments, they will want to abide by that standard, especially when it applies to all members alike. They will feel more secure if they know that their rewards and punishments are awarded objectively, based on their behavior, rather than on the leader's whims, moods, or pet preferences.	49
Technique: Give Constant Treatment	Explain that if their treatment is inconsistent, the group members do not know how to behave, and they question their security. Subordinates do not like for the group to be punished for the behavior of the few. It doesn't make sense to upset the whole group to punish a few offenders. The leader who is consistent in his or her treatment of subordinates will have a minimum of discipline problems.	50

Unit 2 / Lesson 2: NS4-U2L2 – Internal and External Dynamics

Technique: Create Status	Explain that creating status for the group as well as for the individual is necessary for effective leadership. Recognized successes add great prestige to any group. It makes group members feel proud of their affiliation, and they show this pride in their behavior. All jobs or roles in the group should be considered important, and all group members should be made to see how their efforts, through the group, help to achieve the goals of the group.	51-52
Technique: Create Status	Explain that the long-recommended technique of "praise in public, reprimand in private" still holds true. Public praise gives an individual status, while public reprimand takes away status. However, praise should be deserved and warranted. Undeserved praise may be worse than no praise at all. A good rule to follow is: When praise comes from without, pass it on to the group or individual, minimizing your part. When the group or a subordinate is censured, accept it as your own responsibility. Should the blame for any group failure. In all military services the leader of a military unit is responsible for everything the unit does or fails to do.	53-54
CPS Question 7	Check in on students' understanding of information covered so far by engaging lesson question 7, with follow-up discussion as appropriate.	55
Lesson Summary	Review lessons learned: <ul style="list-style-type: none">• The difference between internal and external dynamics and how they affect group dynamics.• The five factors that affect the internal dynamics of a group.• How to identify examples of external dynamics that affect a group.• The responsibilities of a group leader to foster a satisfying social structure.• The following key terms: grapevine, prestige, and autocratic.	56

Unit 2 / Lesson 3: NS4-U2L3 – Billet Assignments Case Evaluation and Response

(Lesson 3 of 3)

What Students Will Learn to Do:

Analyze the Billet Assignments case scenario, decide how the case should be handled, and explain the decision-making process.

Skills and Knowledge to be Gained:

1. Evaluate the Billet Assignments case scenario.
2. Answer the Critical Case Evaluation questions.
3. Answer the Case Evaluation Response question.
4. Determine the appropriate response to the Billet Assignments case scenario.

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	Thinking Ethically: Billet Assignments	Critical Case Evaluation	CPS Question 2	Cadet Responses	Pressure
Seek The Truth	Subordinates	CPS Question 3	Organization	Know The Rules	Additional Points	Case Evaluation Response	CPS Question 4
Discussion	Video ADM Gary Roughead On Diversity	What Actually Happened	CPS Question 5	Lesson Summary			

Key:

Textbook Content	Student Engagement and Assessment
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Unit 2 / Lesson 3: NS4-U2L3 – Billet Assignments Case Evaluation and Response

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 2, Lesson 3. Place a checkmark beside the NS4-U2L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U2L3 - Key Terms and NS4-U2L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons. In the previous lesson you learned about group dynamics, specifically the factors of internal and external dynamics. Today you will have the chance to implement this knowledge with an evaluation of a case based on a real-world leadership scenario.	1-4
Warm Up CPS Question 1	Warm-Up Question (lesson questions 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions. Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.	
Introduction	Explain that leaders often face decisions that have ethical or moral implications. The leader's decision can have long-lasting repercussions and therefore require careful deliberation. The case study you will be evaluating demonstrates the need for careful consideration of ethics and morality when making decisions.	6
Thinking Ethically: Billet Assignments	Explain that billet assignments are the responsibility of the XO. Each new Sailor onboard a ship must be assigned a job with specific duties. Direct the cadets to take 10 minutes to read and analyze the "Thinking Ethically: Billet Assignments," p. 15. Explain that the cadets should take notes on key facts, ask questions if necessary, and decide how they would handle the situation.	7
Critical Case Evaluation	Before directing the cadets to begin recording their responses, check to be sure they understand the reading. Answer any questions the cadets may have. Direct the cadets to take 10 minutes to record their responses on the Critical Case Evaluation response forms, pp. 16-17. Direct the cadets to take 10 minutes to record their response to the Case Evaluation Response Form, p. 18.	8-9
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	10

Unit 2 / Lesson 3: NS4-U2L3 – Billet Assignments Case Evaluation and Response

Cadet Responses	Selectively call on individual cadets to read their responses to the Critical Case Evaluation form, pp. 16-17, out loud to the class or in small groups.	11
Pressure	Review the questions: <ul style="list-style-type: none"> Is there pressure from peers, subordinates, seniors, or other sources to behave in an unethical manner? If yes, who or what is the source of the pressure? 	12
Pressure	Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Answers to the questions on slide 12 <ul style="list-style-type: none"> Yes – from peers and seniors who previously practiced racial segregation. Yes – from subordinates who may have expected a change or fought against it. 	13
Seek the Truth	Review the questions: <ul style="list-style-type: none"> Does the leader validate the facts and obtain clarification? If no, what action does the leader need to take? 	14
Seek the Truth	Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Answers to the questions on slide 14 <ul style="list-style-type: none"> The XO understood the Navy’s practice of racial segregation. It can be assumed the XO ensured that the billet assignments were meritoriously awarded (based on ability or worth, not race). 	15
Subordinates	Review the questions: <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	16
Subordinates	Note: These are possible answers and not all inclusive “correct” answer. Instructor to add and elaborate on answers. Answers to the questions on slide 16 <ul style="list-style-type: none"> Yes – continuing the old policy would delay racial integration. Yes – by breaking with past practice, the XO helped end the harmful policy of racial prejudice. 	17
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	18
Organization	Review the questions: <ul style="list-style-type: none"> Is an ethical work environment being maintained? If no, what action does the leader need to take? 	19

Unit 2 / Lesson 3: NS4-U2L3 – Billet Assignments Case Evaluation and Response

Organization	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 19:</p> <ul style="list-style-type: none"> • Yes – by ending the policy of billet assignments based on race, the XO created a more ethical work environment. 	20
Know the Rules	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader properly enforce the rules, regulations, or policies? • If no, what action does the leader need to take? 	21
Know the Rules	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 21:</p> <ul style="list-style-type: none"> • The policy of racial segregation was not a proper rule or official policy. • The XO improved the Navy by ending racial segregation. 	22
Additional Points	<p>Are there any additional points to consider? Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the question on slide 23:</p> <ul style="list-style-type: none"> • Not doing the ethical thing can have long-lasting repercussions. • It is not always easy to do the right thing. • Keep in mind the ethical concepts and factors from Unit 1 to help you determine the appropriate response. 	23-24
Case Evaluation Response	<p>Have the cadets read their Critical Case Evaluation form on p. 18. Answer the questions:</p> <ul style="list-style-type: none"> • What would you do and why? • Are there lessons to be learned for this case study? 	25
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	26
Discussion	As a class, discuss the cadets’ responses. In particular, look for key points that led to decisions that converged (came together or agreed upon) and key points that led to decisions that diverged (did not agree upon).	27
Video of ADM Gary Roughead on Diversity	Show video of Gary Roughead on Diversity.	28
What Actually Happened?	<p>Direct the cadets to follow along from p. 19, “What Actually Happened in this Real Scenario?”</p> <p>The XO:</p> <ul style="list-style-type: none"> • Recognized the racial segregation in the Navy • Wanted a balanced and diverse force • Assigned the minority crew member to operations and the non-minority to supply • Sent the message that segregation was over • Sent the message that assignments would be based on merit – one’s ability to complete the task • Followed through to help integrate the seamen 	29-30

Unit 2 / Lesson 3: NS4-U2L3 – Billet Assignments Case Evaluation and Response

CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	31
Lesson Summary	<p>Explain that leaders often face moral dilemmas and must think ethically and use their best judgment to ensure they made the right choice. This lesson demonstrated the moral and ethical responsibilities of leaders with a real-world case scenario.</p> <p>Explain that in this lesson the cadets have:</p> <ul style="list-style-type: none">• Learned that leaders often face moral dilemmas and must think ethically to ensure they make the right choice• Evaluated the Billet Assignments case scenario• Answered the Critical Case Evaluation questions• Answered the Case Evaluation Response question• Determined the appropriate response to the Billet Assignments case scenario	32-33

Unit 3: NS4U3 – Positive Leadership Techniques

What Students Will Learn to Do:

In this unit we will learn the most effective leadership techniques involving giving commands and orders, getting cooperation and establishing discipline. We also learn about improving feelings of security; giving recognition; and improving organizational administration.

Skills and Knowledge to be Gained:

1. Identify the seven categories of leadership techniques.
2. Understand the four techniques involved in giving commands.
3. Learn the ten techniques involved in giving orders.
4. Evaluate self-performance as a leader in techniques of giving commands.

Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

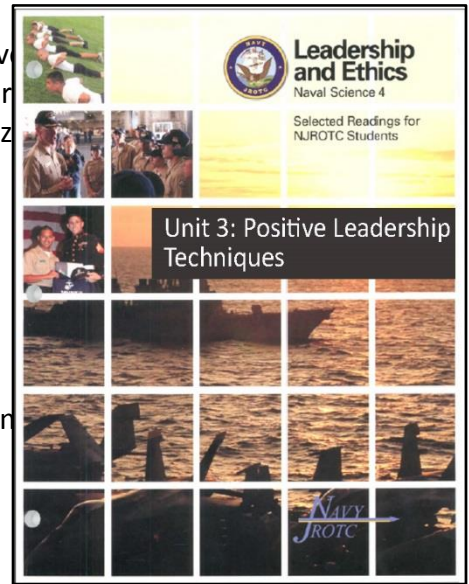
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective...

Language

- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...



*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 3 / Lesson 1: NS4-U3L1 – Commands and Orders

(Lesson 1 of 4)

What Students Will Learn to Do:

Explain the most effective leadership techniques involved in giving commands and orders

Skills and Knowledge to be Gained:

1. List the seven categories of leadership techniques
2. State the four techniques involved in giving commands
3. State the ten techniques involved in giving orders
4. Define the following key terms: generations, concise, indoctrinate, stereotype, and overbearing
5. Evaluate self-performance as a leader in techniques of giving commands and orders

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Discussion	Introduction	Leadership Techniques	Qualifier	Seven Categories of Leadership Techniques	CPS Question 2
Leadership Techniques for Giving Commands	Obedience to Commands	Examples of Commands	Commands	Video Navy Air Rescue	CPS Question 3	Ten Leadership Techniques for Giving Orders	Giving Orders
Commands vs. Orders	Self-Evaluation: Giving Commands	Cadet Responses (A)	Self-Evaluation: Giving Orders	Cadet Responses (B)	CPS Question 4	Lesson Summary	

Key:

Textbook Content	Student Engagement and Assessment
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Unit 3 / Lesson 1: NS4-U3L1 – Commands and Orders

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 3, Lesson 1. Place a checkmark beside the NS4-U3L1 PowerPoint presentation, and these two CPS question deck files: NS4-U3L1 - Key Terms and NS4-U3L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous unit you learned about the nature of groups and how a leader can use group dynamics to create an effective group. Today you will learn about specific leadership techniques involved in giving commands and orders. You will also evaluate your own performance as a leader.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson questions 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Discussion	<p>Making Connections questions are designed to help cadets relate with the material by making a personal connection with its content. These questions function best when presented before the content to which they correspond. Making connections questions introduce the topic to the cadet and engage the cadet on a personal level with the lesson's content.</p> <ol style="list-style-type: none">1. Could you assume the leadership of your unit in a life-threatening situation?2. Could you issue commands or orders to get your unit to safety?3. Will your unit follow your commands?	6
Introduction	<p>Explain that a great number of leadership techniques, all based on well-established principles, can be employed in motivating personnel. These have been thoroughly tried out through generations of Navy and Marine Corps leadership and have proven to be highly effective. The leader's problem frequently is not so much knowing what leadership techniques are available as it is knowing which of them to employ in a specific situation. Only a careful analysis of the techniques and their underlying principles will eliminate this uncertainty.</p>	7

Unit 3 / Lesson 1: NS4-U3L1 – Commands and Orders

Leadership Techniques	Explain that every act of leadership should make followers feel that as long as they are doing their best to follow, they will be secure and their efforts will receive recognition. There are a great many techniques that the leader can use to encourage these feelings, and an attempt will be made here to list these techniques according to the nature of the leadership act. For instance, a leader who forms the habit of giving indefinite commands will soon discover that the resulting confusion in the minds of subordinates will make them lose confidence in that leader. Thus, one technique in the giving of commands is that a command must be definite.	8
Qualifier	Explain that the lists that follow should never be considered to be completed or established, and students may have occasion to add techniques that they find through experience to be workable and to fit to individual personalities. Additional techniques may become evident when various leadership situations arise, and they will be learned by repeated use.	9
Seven Categories of Leadership Techniques	Explain that though no all-inclusive list can be made, the techniques of leadership can be grouped into the following categories: <ol style="list-style-type: none"> 1. Giving commands 2. Giving orders 3. Getting cooperation 4. Establishing discipline 5. Improving morale that is low because of feelings of insecurity 6. Improving morale that is low because of feelings of lack of recognition 7. Properly using organization and administration 	10-11
CPS Question 2	Check in on students's understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
Leadership Techniques for Giving Commands	Explain that there are four leadership techniques involved in giving commands: <ol style="list-style-type: none"> 1. A command must be definite. 2. A command must be positive. It must be given in a tone of voice that leaves no doubt that it is to be executed. 3. The leader must look at subordinates when giving them a command. 4. A command must be concise (express much in few words). It must not be so long or involved that it cannot be remembered. 	13
Obedience to Commands	Explain that unquestioning obedience to a command is the basic concept of military life. A command given by proper authority demands the follower's immediate response to do the will of the leader. The objective of the disciplined way of life of any military school, such as the Naval Academy, is to indoctrinate (to instruct in a body of doctrine, or system of thought) the student with this concept. When a command is issued, there can be no question on the part of the follower as to whether the command is correct or whether there is any option other than carrying it out. Subordinates must be so trained that they immediately carry out the instruction contained in the command to the very best of their ability.	14-15
Examples of Commands	Explain that a command does not permit any question or discussion. Some of the familiar commands used in Naval Service are "Forward, march!" "Right full rudder!" "All engines ahead full!" and "Commence firing!"	16
Commands	Explain that Immediate and instinctive obedience is the only reaction possible to a properly worded and properly delivered command. Commands become familiar as the result of constant usage. However, a command is not necessarily stereotyped (a preconceived perception). Situations that require commands often develop quickly	17

Unit 3 / Lesson 1: NS4-U3L1 – Commands and Orders

	and perhaps without precedent. For example, a Junior Officer inspecting a paint locker might discover a fire. In this situation the officer would immediately issue commands to personnel in the vicinity. One command, to the nearest enlisted person, might be "Report to the officer of the deck that there is a fire in the paint locker." Another command, to a second enlisted person, might be "Get the fire extinguisher from the next compartment." In a situation such as this, command may be expected to follow command until the fire is extinguished. Every person receiving one of these commands has no alternative but to do exactly as told, immediately and without question. The combination of the leadership ability of commanders and the disciplined obedience of followers produces the team that wins competition in peacetime and victory in battle.	
Navy Air Rescue Video	Show Navy Air Rescue Video	18
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19
Ten Leadership Techniques for Giving Orders	<p>Explain that there are ten leadership techniques involved in giving orders:</p> <ol style="list-style-type: none"> 1. Explain what is to be done. Discourage the tendency of the Junior to ask how to do it, but leave an opening for questions of confused subordinates. 2. Don't talk down to the enlisted in giving instructions. 3. Give orders to the person in charge, and not to the group. The chain of command must be followed. 4. Encourage and coach the enlisted when they encounter difficulties. 5. Remember that the personnel are serving their country, not the officer as an individual. 6. In giving an order, try to get across the feeling of, "Let's go!" instead of, "Get going!" 7. Avoid an overbearing (dominating or arrogant) attitude. 8. Show confidence in the ability of subordinates. 9. Don't use a senior's name or rank to lend weight to your own order. 10. Give a reason for your order if time permits or if it appears that the order will be clearer if subordinates understand the reason behind it. 	20-22
Giving Orders	<p>When giving orders:</p> <ol style="list-style-type: none"> 1. Leave time for questions. 2. Discourage a long conversation about how to follow the orders. 3. Explain your order if it would improve your subordinates' performance. 4. Follow the chain of command. 	23
Commands vs. Orders	Explain the key differences between commands and orders. Whereas command situations are time sensitive and require concise messages without any second guessing by subordinates, order situations allow for more time to plan the message and can be followed by questions from subordinates.	24
Self-Evaluation: Giving Commands	Direct the cadets to take five minutes to complete the self-evaluation form on p. 26. Cadets should honestly evaluate the techniques involved in giving commands they currently use as a leader and note ways in which they could improve their performance.	25
Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and negative skills. Allow cadets the time to discuss the techniques related to giving commands that they plan to try to improve and how they plan to make the improvements.	26

Unit 3 / Lesson 1: NS4-U3L1 – Commands and Orders

Self-Evaluation: Giving Orders	Direct the cadets to take five minutes to complete the self-evaluation form on p. 27. Cadets should honestly evaluate the techniques involved in giving orders they currently use as a leader and note ways in which they could improve their performance.	27
Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and negative skills. Allow cadets the time to discuss the techniques related to giving commands that they plan to try to improve and how they plan to make the improvements.	28
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 6, with follow-up discussion as appropriate	29
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none">1. Learned the most effective leadership techniques for giving commands and orders2. Listed the seven categories of leadership techniques.3. Stated the four techniques for giving commands.4. Stated the ten techniques for giving orders.5. Defined the key terms: generations, concise, indoctrinate, stereotype, and overbearing.6. Evaluated self-performance as a leader in techniques involved in giving commands and giving orders.	30-31

Unit 3 / Lesson 2: NS4-U3L2 – Cooperation and Discipline

(Lesson 2 of 4)

What Students Will Learn to Do:

Explain the most effective leadership techniques involved in getting cooperation and establishing discipline

Skills and Knowledge to be Gained:

1. List the seven categories of leadership techniques
2. State the eleven techniques involved in getting cooperation
3. State the ten techniques involved in establishing discipline
4. Define the key terms: sarcastic, censure, infraction, and humane
5. Evaluate self-performance as a leader in techniques of getting cooperation and establishing discipline

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Review	Qualifier	Seven Categories of Leadership Techniques	CPS Question 2	Eleven Techniques for Getting Cooperation (A)	Practical Application of Techniques 1-3
Eleven Techniques for Getting Cooperation (B)	Practical Application of Techniques 4-6	Eleven Techniques for Getting Cooperation (C)	Practical Application of Techniques 7-8	Eleven Techniques for Getting Cooperation (D)	Practical Application of Techniques 9-11	CPS Question 3	Ten Techniques for Establishing Discipline (A)
Practical Application of Techniques 1-3	Ten Techniques for Establishing Discipline (B)	Practical Application of Techniques 4-6	Ten Techniques for Establishing Discipline (C)	Practical Application of Techniques 7-8	Ten Techniques for Establishing Discipline (D)	Practical Application of Techniques 9-10	
CPS Question 4	Video VADM Williams	Self-Evaluation: Getting Cooperation	Cadet Responses (A)	Self-Evaluation: Establishing Discipline	Cadet Responses (B)	Lesson Summary	

Key:

Textbook Content	Student Engagement and Assessment
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Unit 3 / Lesson 2: NS4-U3L2 – Cooperation and Discipline

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 3, Lesson 2. Place a checkmark beside the NS4-U3L2 PowerPoint presentation, and these two CPS question deck files: NS4-U3L2 - Key Terms and NS4-U3L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous unit you learned techniques for effective leadership in giving command and orders. Today you will learn about specific leadership techniques involved in getting cooperation and establishing discipline. You will also evaluate your own performance as a leader in these areas.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Review	<p>Explain that there are many leadership techniques that can motivate personnel. This lesson will review the seven categories of leadership techniques and explain the eleven techniques for getting cooperation and ten techniques for establishing discipline.</p>	6
Qualifier	<p>Remind cadets that none of the lists should be considered completed.</p>	7
Seven Categories of Leadership Techniques	<p>Review the previous lesson and remind cadets that though no all-inclusive list can be made, the techniques of leadership can be grouped into the following categories:</p> <ol style="list-style-type: none">1. Giving commands2. Giving orders3. Getting cooperation4. Establishing discipline5. Improving morale that is low because of feelings of insecurity6. Improving morale that is low because of feelings of lack of recognition7. Properly using organization and administration	8-9

Unit 3 / Lesson 2: NS4-U3L2 – Cooperation and Discipline

CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	10
Eleven Techniques for Getting Cooperation	<p>Eleven Techniques Involved in Getting Cooperation</p> <ol style="list-style-type: none"> 1. Stimulate unit or organization pride by showing your own pride and enthusiasm for the service. 2. Don’t criticize another officer or another organization in the presence of subordinates. 3. Keep your subordinates informed so that they may have an intelligent sense of participation. 	11
Practical Application of Techniques 1-3	<p>Explain that leaders can create a cooperative group by:</p> <ul style="list-style-type: none"> • Demonstrating their pride in the group. • Withholding negative criticism of others. • Sharing information with subordinates. 	12
Eleven Techniques for Getting Cooperation	<ol style="list-style-type: none"> 4. Use the word ‘we’ instead of the word ‘I’ whenever appropriate and possible. 5. Accept responsibility for corrections from higher authority, and take remedial action. 6. Give full credit to members of the organization whose work and ideas have brought progress. 	13
Practical Application of Techniques 4-6	Explain that leaders are responsible for setting the example. This includes easy techniques like speaking in the plural to include the entire group but it also includes tougher techniques like accepting consequences for group errors.	14
Eleven Techniques for Getting Cooperation	<ol style="list-style-type: none"> 7. Let your enlisted know that you think they are good, and maintain high standards through alert supervision. 8. Make sure that all subordinates know your policy. 	15
Practical Application of Techniques 7-8	Explain that leaders should ensure that their subordinates know and understand the group’s policy. Leaders should hold subordinates to high standards and freely praise subordinates when praise is deserved – for example when the group’s standards are met.	16
Eleven Techniques for Getting Cooperation	<ol style="list-style-type: none"> 9. Don’t be sarcastic. 10. Don’t threaten punishment to make an order effective. 11. Don’t invent jobs just to keep subordinates busy. 	17
Practical Application of Techniques 9-11	Explain that these last three techniques for getting cooperation are important because they are negative actions that can destroy a group’s cohesiveness or unity. Sarcasm, or any kind of humiliation of subordinates, is divisive to a group. Threats of punishment and “busy work” also damage group esprit.	18
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19
Ten Techniques for Establishing Discipline	<p>Leadership Techniques Involved in Establishing Discipline</p> <ol style="list-style-type: none"> 1. Praise in public, censure in private. 2. Give subordinates the benefit of the doubt. 3. Punish the individual concerned, not the group. 	20

Unit 3 / Lesson 2: NS4-U3L2 – Cooperation and Discipline

Practical Application of Techniques 1-3	Explain that to build esprit, a leader should share praise in public, giving the group a new source of pride. When you've built a team of people, the last thing a leader should do is disrupt the esprit. If censure is warranted, censure in private and never hold a group responsible for one person's actions.	21
Ten Techniques for Establishing Discipline	<ol style="list-style-type: none"> 4. Take into account whether or not an infraction of rule or regulations as intentional. 5. Consider a person's record. 6. Be impartial, consistent, and humane in giving rewards and punishment. 	22
Practical Application of Techniques 4-6	Explain that when censure is unavoidable, leaders should carefully assess the intent. An intentional infraction warrants greater discipline than an unintentional infraction. Leaders must also take into account the person's record. If the infraction is a first offense, generally the punishment is less severe than if the person is a repeat offender. Additionally, leaders shouldn't take infractions personally and should strive to be as fair as possible to subordinates.	23
Ten Techniques for Establishing Discipline	<ol style="list-style-type: none"> 7. Never use severe punishment for minor offenses. 8. As soon as possible, remove senior subordinates who have demonstrated their unfitness. 	24
Practical Application of Techniques 7-8	Explain that punishments should fit the crime. If the infraction is minor, the punishment should not be severe. Removing unfit senior subordinates is not a severe punishment. Rather, it is both just and necessary to a group's health.	25
Ten Techniques for Establishing Discipline	<ol style="list-style-type: none"> 9. Teach understanding of discipline rather than fear of it: punish the guilty promptly, and defend the innocent stoutly. 10. Support the correct actions of subordinates. 	26
Practical Application of Techniques 9-10	Explain that to establish discipline in a group, leaders should strive to ensure that subordinates understand and accept the rules and consequences, not fear them. Finally, discipline is not always about punishment. Rather, part of group discipline is consistent support for subordinates who follow the rules.	27
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	28
Video VADM Williams	Show the VADM Williams video. This video demonstrates the opportunities for leadership, shared values, and success for young people considering joining the Navy.	29
Self-Evaluation: Getting Cooperation	Direct the cadets to take five minutes to complete the self-evaluation form on pp. 29-30. Cadets should honestly evaluate the techniques involved in getting cooperation they currently use as a leader and note ways in which they could improve their performance.	30
Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and negative skills. Allow cadets the time to discuss the techniques related to getting cooperation that they plan to try to improve and how they plan to make the improvements.	31
Self-Evaluation: Establishing Discipline	Direct the cadets to take five minutes to complete the self-evaluation form on pp. 31-32. Cadets should honestly evaluate the techniques involved in establishing discipline they currently use as a leader and note ways in which they could improve their performance.	32

Unit 3 / Lesson 2: NS4-U3L2 – Cooperation and Discipline

Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and negative skills. Allow cadets the time to discuss the techniques related to establishing discipline that they plan to try to improve and how they plan to make the improvements.	33
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none">1. Learned the most effective leadership techniques for getting cooperation and establishing discipline.2. Listed the seven categories of leadership techniques.3. Stated the eleven techniques involved in getting cooperation.4. Stated the ten techniques for establishing discipline.5. Defined the key terms: sarcastic, censure, infraction, and humane.6. Evaluated self-performance as a leader in techniques involved in getting cooperation and establishing discipline.	34-35

Unit 3 / Lesson 3: NS4-U3L3 – Security, Recognition and Organization

(Lesson 3 of 4)

What Students Will Learn to Do:

Explain the most effective leadership techniques involved in improving feelings of security, giving recognition, and improving organization and administration

Skills and Knowledge to be Gained:

1. List the seven categories of leadership techniques
2. State the nine techniques involved in improving feelings of security
3. State the seven techniques involved in giving recognition
4. State the six techniques involved in improving organization and administration
5. Define the key term esprit de corps
6. Evaluate self-performance as a leader in techniques involved in improving feelings of security; giving recognition; and improving organization and administration

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Review	Qualifier	Seven Categories of Leadership Techniques	CPS Question 2	Nine Techniques for Feelings of Security (A)	Practical Application of Techniques 1-3
Nine Techniques for Feelings of Security (B)	Practical Application of Techniques 4-6	Nine Techniques for Feelings of Security (C)	Practical Application of Techniques 7-9	Video Brotherhood	Seven Techniques for Giving Recognition (A)	Practical Application of Techniques 1-3	CPS Question 3
Seven Techniques for Giving Recognition (B)	Practical Application of Techniques 4-5	Seven Techniques for Giving Recognition (C)	Practical Application of Techniques 6-7	Video Navy Racks – USS Wasp	Six Techniques for Organization & Admin. (A)	Practical Application of Techniques 1-3	Six Techniques for Organization & Admin. (B)
Practical Application of Techniques 4-6	CPS Question 4	Self-Evaluation: Feelings of Security	Cadet Responses (A)	Self-Evaluation: Giving Recognition	Cadet Responses (B)	Self-Evaluation: Org. & Admin.	Cadet Responses (C)

Lesson Summary

Key:

Textbook Content

Student Engagement and Assessment

Unit 3 / Lesson 3: NS4-U3L3 – Security, Recognition and Organization

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 3, Lesson 3. Place a checkmark beside the NS4-U3L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U3L3 - Key Terms and NS4-U3L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous unit you learned techniques for effective leadership in getting cooperation and establishing discipline. Today you will learn about specific leadership techniques involved in improving feelings of security; giving recognition; and improving organization and administration. You will also evaluate your own performance as a leader in these areas.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Review	<p>Explain that there are many leadership techniques that can motivate personnel. This lesson will review the seven categories of leadership techniques and explain the nine techniques involved in improving feelings of security, the seven techniques involved in giving recognition, and the six techniques involved in improving organization and administration.</p>	7
Qualifier	<p>Remind cadets that none of the lists in this lesson should be considered completed.</p>	8
Seven Categories of Leadership Techniques	<p>Review the previous lessons of Unit 3 and remind cadets that though no all-inclusive list can be made, the techniques of leadership can be grouped into the following categories:</p> <ol style="list-style-type: none">1. Giving commands2. Giving orders3. Getting cooperation4. Establishing discipline5. Improving morale that is low because of feelings of insecurity6. Improving morale that is low because of feelings of lack of recognition7. Properly using organization and administration	9-10

Unit 3 / Lesson 3: NS4-U3L3 – Security, Recognition and Organization

CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	11
Nine Techniques for Feelings of Security	<p>Explain that group morale plays an important role in the efficiency and general well-being of any group. Sometimes morale can be low because the members suffer from feelings of insecurity. Leaders can use the following nine techniques involved in improving feelings of security. The first three techniques are:</p> <ol style="list-style-type: none"> 1. Let subordinates know what is expected of them. 2. If you are pleased with their work, tell them so. 3. If possible, keep subordinates informed of what is in store for them. 	12
Practical Application of Techniques 1-3	<p>Explain that:</p> <ul style="list-style-type: none"> • Group morale will suffer if its members feel insecure. • Leaders should communicate well with subordinates. • Pass on expectations, compliments, and plans. 	13
Nine Techniques for Feelings of Security	<p>Explain the next 3 techniques for improving feelings of security are:</p> <ol style="list-style-type: none"> 4. Don't make promises you cannot keep. 5. Grant deserved favors willingly. 6. Know the state of the morale of your personnel. 	14
Practical Application of Techniques 4-6	<p>Explain that leaders can secure subordinates' feelings of security by:</p> <ul style="list-style-type: none"> • Earning subordinates' trust by keeping your word. • Plan to give deserving personnel time off, and submit personnel for awards. • Monitoring subordinates' morale and intervene if needed. 	15
Nine Techniques for Feelings of Security	<p>Explain the last 3 techniques for improving feelings of security are:</p> <ol style="list-style-type: none"> 7. Never "pick on" an individual. 8. Be certain that a subordinate understands why he or she is being disciplined. 9. Evaluate your own performance in terms of the individual morale and group esprit de corps that exists in your organization. 	16
Practical Application of Techniques 7-9	<p>Explain that leaders should strive to :</p> <ul style="list-style-type: none"> • Be fair with all subordinates. • Be direct and clear about discipline. • If your group's esprit is low, adjust your leadership. 	17
Video Brotherhood	Show the Brotherhood video. The video demonstrates the difficult job as a Navy diver and highlights the importance of having a good team of people to work with.	18
Seven Techniques for Giving Recognition	<p>Explain that group morale plays an important role in the efficiency and general well-being of any group. Sometimes morale can be low because the members suffer from feelings of lack of recognition. Leaders can use the following seven leadership techniques involved in giving recognition. The first three are:</p> <ol style="list-style-type: none"> 1. Praise when praise is due. Don't flatter. 2. Be on the job whenever your subordinates are working. 3. Be interested in the promotion of your personnel. Encourage them to prepare for advancement. 	19

Unit 3 / Lesson 3: NS4-U3L3 – Security, Recognition and Organization

Practical Application of Techniques 1-3	<p>Explain that:</p> <ul style="list-style-type: none"> Group morale will suffer if members don't feel recognized. Leaders must be present to recognize the hard work of subordinates, and their leaders should work just as hard. Leaders must give recognition for a job well done, both verbally and through submission of awards. Leaders must counsel subordinates to make time to study for advancement exams. 	20
CPS Question 3	Check in on students understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	21
Seven Techniques for Giving Recognition	<p>Explain the next two leadership techniques for giving recognition are:</p> <ol style="list-style-type: none"> See to it that you are the first person to whom a subordinate turns in case of trouble. Express interest in ideas even though you might disagree with them. 	22
Practical Application of Techniques 4-5	<p>Explain that to secure your subordinates' feelings of recognition, leaders should:</p> <ul style="list-style-type: none"> Maintain a close working relationship with subordinates. Listen to subordinates; don't just "hear" them, watch out for them. Remind subordinates to look out for one another. Don't let your personal opinion get in the way of your conversation. 	23
Seven Techniques for Giving Recognition	<p>Explain the last two leadership techniques for giving recognition are:</p> <ol style="list-style-type: none"> Take a keen interest in the quarters and mess. Insist that these be the best available. Study your personnel. Learn all about them: where they come from, their problems and interests, etc. 	24
Practical Application of Techniques 6-7	<p>Explain that to secure your subordinates' feelings of recognition, leaders should:</p> <ul style="list-style-type: none"> Work to ensure their living, working, and eating environments are the best possible. Get to know your subordinates professionally. 	25
Video Navy Racks – USS Wasp	Show the Navy Racks – USS Wasp – video. In this video, AO3 Karina Cortes takes viewers on a tour of her work life in the Navy. Cortes highlights the favorable working conditions, including the mess hall and recreation perks of Navy life.	26
Six Techniques for Organization & Administration	<p>Explain that organization and administration are important functions of any leader. Groups thrive when well organized and administered, and conversely, suffer when leaders ignore these crucial categories of leadership. Leaders can use the following six leadership techniques involved in improving organization and administration the first three are:</p> <ol style="list-style-type: none"> Require use of the chain of command. Conform to the rules of the organization. Discover weaknesses of the organization by observing and questioning. 	27

Unit 3 / Lesson 3: NS4-U3L3 – Security, Recognition and Organization

Practical Application of Techniques 1-3	<p>Explain that leaders must properly use organization and administration in order to have a well-functioning group. Leaders must:</p> <ul style="list-style-type: none"> • Follow the rules. • Insist that subordinates follow the rules, including using the chain of command. • Deal with the issue(s), but when the chain of command is subverted, insist on proper routing of issues in the future. • Observe and question the group to stay aware of compliance and discover problem areas. 	28
Six Techniques for Organization & Administration	<p>Explain the last three organization and administration leadership techniques are:</p> <ol style="list-style-type: none"> 4. Never issue an order that is not going to be enforced. 5. Be fair about promotions. 6. Demote incompetents. 	29
Practical Application of Techniques 4-6	<p>Explain that effective administration includes:</p> <ul style="list-style-type: none"> • Keeping your word. • Treating subordinates equally. • Ensuring equality for both promotions and positional demotions. 	30
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	31
Self-Evaluation: Feelings of Security	Direct the cadets to take five minutes to complete the self-evaluation form on pp. 33-34. Cadets should honestly evaluate the techniques involved in improving feelings of security that they currently use as a leader and note ways in which they could improve their performance.	32
Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and negative skills. Allow cadets the time to discuss the techniques related to improving feelings of security that they plan to try to improve and how they plan to make the improvements.	33
Self-Evaluation: Giving Recognition	Direct the cadets to take five minutes to complete the self-evaluation form on pp. 35-36. Cadets should honestly evaluate the techniques involved in giving recognition that they currently use as a leader and note ways in which they could improve their performance.	34
Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and negative skills. Allow cadets the time to discuss the techniques related to giving recognition that they plan to try to improve and how they plan to make the improvements.	35
Self-Evaluation: Org. & Admin.	Direct the cadets to take five minutes to complete the self-evaluation form on p. 37. Cadets should honestly evaluate the techniques involved in improving organization and administration that they currently use as a leader and note ways in which they could improve their performance.	36
Cadet Responses	Allow cadets the time to share their responses. Ask the cadets to explain how they assessed their leadership techniques with specific examples of both positive and	37

Unit 3 / Lesson 3: NS4-U3L3 – Security, Recognition and Organization

	negative skills. Allow cadets the time to discuss the techniques related to improving organization and administration that they plan to try to improve and how they plan to make the improvements.	
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none">1. How did you assess your leadership techniques?2. Which areas did you rate yourself highly?3. Which areas did you note needed improvement?4. How do you plan to make improvements?5. Learned the most effective leadership techniques for improving feelings of security; giving recognition; and improving organization and administration.6. Listed the seven categories of leadership techniques.7. Stated the nine techniques involved in improving feelings of security.8. Stated the seven techniques involved in giving recognition.9. Stated the six techniques involved in improving organization and administration.10. Defined the key term 'esprit de corps'.11. Evaluated self-performance as a leader in techniques involved in improving feelings of security; giving recognition; and improving organization and administration.	38-39

Unit 3 / Lesson 4: NS4-U3L4 – The Drug Test Case Evaluation and Response

(Lesson 4 of 4)

What Students Will Learn to Do:

Analyze the Drug Test case scenario, decide how the case should be handled, and explain the decision-making process.

Skills and Knowledge to be Gained:

1. Evaluate the Drug Test case scenario
2. Answer the Critical Case Evaluation questions
3. Answer the Case Evaluation Response question
4. Determine the appropriate response to the Drug Test case scenario

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	Thinking Ethically: The Drug Test	Key Facts	Critical Case Evaluation	Case Evaluation Response	CPS Question 2
Cadet Responses	Pressure	Pressure Answers	Seek the Truth	Seek the Truth Answers	Subordinates	Subordinates Answers	CPS Question 3
Organization	Organization Answers	Know the Rules	Know the Rules Answers	Additional Points	Additional Points Answers	Case Evaluation Response	CPS Question 4
Discussion	Video Zero Tolerance Drug Policy	What Actually Happened?	CPS Question 5	Lesson Summary			

Key:

Textbook Content	Student Engagement and Assessment
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Unit 3 / Lesson 4: NS4-U3L4 – The Drug Test Case Evaluation and Response

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 3, Lesson 4. Place a checkmark beside the NS4-U3L4 PowerPoint presentation, and these two CPS question deck files: NS4-U3L4 - Key Terms and NS4-U3L4 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous lessons you learned about highly effective leadership techniques. Today you will have the chance to implement this knowledge with an evaluation of a case based on a real-world leadership scenario.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Introduction	<p>Direct cadets to follow this discussion from Unit 3, "Positive Leadership Techniques," pp. 38-42.</p> <p>Explain that leaders often face decisions that have ethical or moral implications. The leader's decision can have long-lasting repercussions and therefore require careful deliberation. The case study you will be evaluating demonstrates the need for careful consideration of ethics and morality when making decisions.</p>	6
Thinking Ethically: The Drug Test	<p>Direct the cadets to take 10 minutes to read and analyze "Thinking Ethically: The Drug Test," p. 38. Explain that the cadets should take notes on key facts, ask questions if necessary, and decide how they would handle the situation.</p>	7
Key Facts	<p>After the cadets have read and analyzed "Thinking Ethically: The Drug Test" on p. 38, review the key facts of the case study with the cadets to make sure they grasp what the case study really involves. Key facts include:</p> <ul style="list-style-type: none">• An E-5 nuclear submarine technician told his division officer that he used cocaine for the first time.• A random unit-sweep urinalysis did not reveal any drug use by the E-5.• The division officer is responsible for his unit's safety and must respond to the confession.	8

Unit 3 / Lesson 4: NS4-U3L4 – The Drug Test Case Evaluation and Response

Key Facts	<p>Continue to review the key facts to include that as the division officer, he/she must consider:</p> <ul style="list-style-type: none"> • The E-5 may have used cocaine and is therefore a danger to his shipmates. • The E-5 may be asking for help. • The E-5 has a good record but knows the Navy's zero-tolerance policy for illegal drug use. 	9
Critical Case Evaluation	Direct the cadets to take 10 minutes to record their responses on the Critical Case Evaluation response forms, pp. 39-40.	10
Case Evaluation Response	Direct the cadets to take 10 minutes to record their response to the Case Evaluation Response Form, p. 41.	11
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
Cadet Responses	Selectively call on individual cadets to read their responses to the Critical Case Evaluation form, pp. 39-40, out loud to the class or in small groups.	13
Pressure	<p>Review the questions:</p> <ul style="list-style-type: none"> • Is there pressure from peers, subordinates, seniors, or other sources to behave in an unethical manner? • If yes, who or what is the source of the pressure? 	14
Pressure Answers	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 14:</p> <ul style="list-style-type: none"> • Yes – E-5 said his home life was stressful. • Yes – E-5 must have had access to the illegal drug. • Yes – the officer may feel pressured to give the E-5 a "pass" on a first offense. 	15
Seek the Truth	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader validate the facts and obtain clarification? • If no, what action does the leader need to take? 	16
Seek the Truth Answers	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 16</p> <ul style="list-style-type: none"> • Yes – the division officer followed up with the urinalysis results. • Unknown if the division officer performed proper follow-up action. 	17
Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> • Do the factors in the case affect subordinates and their perception of the leader? • If yes, what effect is caused, or might be caused, to the subordinates? 	18

Unit 3 / Lesson 4: NS4-U3L4 – The Drug Test Case Evaluation and Response

Subordinates Answers	<p>Note: These are possible answers and not all inclusive “correct” answer. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 18:</p> <ul style="list-style-type: none"> • Yes – the safety and security of subordinates were at risk if a fellow sailor was under the influence of drugs. • Yes – subordinates, including the E-5, need to feel comfortable trusting their officers. 	19
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	20
Organization	<p>Review the questions:</p> <ul style="list-style-type: none"> • Is an ethical work environment being maintained? • If no, what action does the leader need to take? 	21
Organization Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 21</p> <ul style="list-style-type: none"> • No – sailors are legally and morally obliged to refrain from using illegal drugs and the E-5 admitted to using cocaine. • Yes – because the E-5 did report his action to his division officer. 	22
Know the Rules	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader properly enforce the rules, regulations, or policies? • If no, what action does the leader need to take? 	23
Know the Rules Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions slide 23:</p> <ul style="list-style-type: none"> • Yes – the division officer had his unit screened for illegal substances with urinalysis. • No – improper follow-up to determine what the true facts are concerning the E-5’s use of cocaine. 	24
Additional Points	Are there any additional points to consider?	25
Additional Points Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 26:</p> <ul style="list-style-type: none"> • It is not always easy to do the right thing. • Keep in mind the ethical concepts and factors from Unit 1 to help you determine the appropriate response. 	26
Case Evaluation Response	Have the cadets read their Critical Case Evaluation form on p. 41. Answer the questions:	27

Unit 3 / Lesson 4: NS4-U3L4 – The Drug Test Case Evaluation and Response

	<ul style="list-style-type: none"> • What would you do and why? • Are there lessons to be learned from this case study? 	
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	28
Discussion	As a class, discuss the cadets' responses. In particular, look for key points that led to decisions that converged (came together or agreed upon) and key points that led to decisions that diverged (did not agree upon).	29
Video Zero Tolerance Drug Policy	View the "All Hands Update" video on the Navy's zero tolerance drug policy. An officer from NCIS explains the worrying rise in illegal drug use among sailors and the steps the Navy is taking to both educate sailors and hold them accountable for their behavior.	30
What Actually Happened?	Direct the cadets to follow along from p. 42: "What Actually Happened in this Real Scenario?"	31-32
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	33
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none"> 1. Learned that leaders often face moral dilemmas and must think ethically to ensure they make the right choice. 2. Evaluated the Drug Test case scenario. 3. Answered the Critical Case Evaluation questions. 4. Answered the Case Evaluation Response question. 5. Determined the appropriate response to the Drug Test case scenario. 	34-35

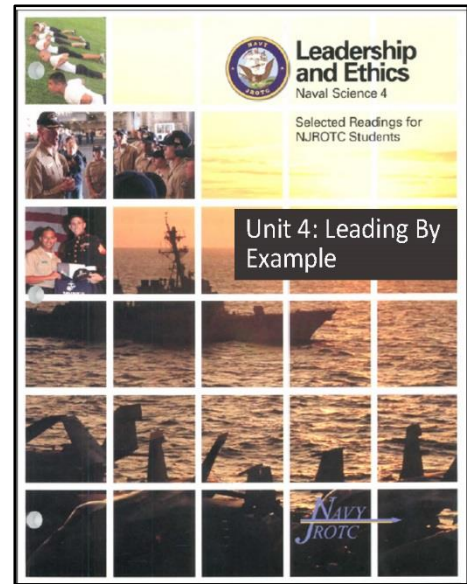
Unit 4: NS4U4 – Leading By Example

What Students Will Learn to Do:

In this unit we will learn why the power of positive relationships and attitude are important in becoming an effective leader. We will also establish why setting the example and instilling a positive attitude in subordinates are important factors in becoming an effective leader.

Skills and Knowledge to be Gained:

1. Identify the two components of leading by example.
2. Know the influence that the relationship between officers and their peers has on everyone's performance.
3. State the characteristics of effective and successful officers.
4. Be able to explain the influence that attitude has on everyone's performance.
5. Identify the ways in which a leader can lose the respect of subordinates.
6. List the seven categories of leadership techniques.
7. State the four techniques involved in giving commands.
8. State the ten techniques involved in giving orders.
9. Explain the importance of knowing your subordinates.
10. State the influence that instilling a positive attitude in subordinates has on everyone's performance.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...

Unit 4: NS4U4 – Leading By Example

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 4 / Lesson 1: NS4-U4L1 – Relationships and Attitude

(Lesson 1 of 3)

What Students Will Learn to Do:

Explain why the power of positive relationships and attitude are important in becoming an effective leader

Skills and Knowledge to be Gained:

1. State the two components of leading by example
2. Explain the influence that the relationship between officers and their peers has on everyone's performance
3. State the characteristics of effective and successful officers
4. Explain the influence that attitude has on everyone's performance
5. Identify the ways in which a leader can lose the respect of subordinates
6. Define the key term service reputation

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Discussion	Introduction	Practical Advice for Leading by Example	The Power Of Positive Relationships	Camaraderie With Discipline	Video CNO Jonathan Greenert
CPS Question 2	Effective And Successful Officers	The Power Of a Positive Attitude	CPS Question 3	Setting The Example	Video ADM Gary Roughead	CPS Question 4	Lesson Summary

Key:

Textbook Content	Student Engagement and Assessment
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Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 4, Lesson 1. Place a checkmark beside the NS4-U4L1 PowerPoint presentation, and these two CPS question deck files: NS4-U4L1 - Key Terms and NS4-U4L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 4 / Lesson 1: NS4-U4L1 – Relationships and Attitude

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous unit you learned about highly effective leadership techniques; the situations in which they should be employed; and evaluated a case based on a real-world scenario. Today you will learn why the power of positive relationships and attitude are important in becoming a successful and effective leader.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Discussion	<p>(Making Connections questions are designed to help cadets relate with the material by making a personal connection with its content. These questions function best when presented before the content to which they correspond. Making connections questions introduce the topic to the cadet and engage the cadet on a personal level with the lesson's content.)</p> <ol style="list-style-type: none"> 1. How much of a difference does it make to have a good relationship with a leader? 2. Can a leader be successful without a good relationship with subordinates? 3. Have you ever had the opportunity to be led by someone with a reliably good attitude? 4. If so, did their good cheer affect your performance? 	7
Introduction	<p>Explain that there is a phrase describing the essence of a Naval Officer which has fallen into disuse. That phrase is "service reputation," the unwritten, unspoken, unlisted net assessment of an officer's pluses and minuses. When Naval Officers were less numerous than they are today, an officer knew most of the other officers and privately ranked them according to their service reputation. Perhaps the size and complexity of today's Navy and Marine Corps prevent a "familiar" appraisal of and by each member of the officer corps. Perhaps modern management information systems distract officers from what truly matters to them about other officers, whether they be junior, senior, or peer. But, in their hearts, all officers know that their behavior and attitude have a profound effect on everyone they work with.</p>	8
Practical Advice for Leading by Example	<p>Explain that ADM Kazuomi Uchida agrees that "... an officer's behavior considerably influences other individuals, particularly his subordinates. Regardless of an officer's personality or style, he must be always unselfish and fair to subordinates so that they never lose their reliance on him. An officer's humanity is perceived through his behavior, and it is this which moves others."</p>	9

Unit 4 / Lesson 1: NS4-U4L1 – Relationships and Attitude

The Power of Positive Relationships	Explain that the relationship between officers and their people has an effect on everyone's performance. When crew members of a ship that has been deployed too long complain proudly about the hardships they are undergoing and develop a kind of Spartan pride, they probably have a good relationship with their commander. The morale of a less well-led crew can be expected to deteriorate progressively under exactly the same circumstances.	10
Camaraderie with Discipline	Explain that an officer can develop a great deal of camaraderie with subordinates without destroying the discipline that is so essential in any kind of an evolution, particularly in wartime.	11
Camaraderie with Discipline	Explain that ADM Elmo Zumwalt recounted the following episode in his career. "I had the honor of commanding the world's first guided missile frigate, the USS Dewey, and because it was the first of the class, I was given the cream of the crop from the Bureau of Naval Personnel. The heads of departments were superb, and because they were superb and very sure of themselves, they were not the least bit hesitant to come up and discuss with me in very vigorous terms things that they thought could be done differently. But when the chips were down in any evolution and I gave the directive, there was instant and total obedience. The fun was always recognized as just part of the business of having a good team spirit."	12
Video from CNO Jonathan Greenert	Show video from CNO Jonathan Greenert	13
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	14
Effective and Successful Officers	Explain that ADM Zumwalt continues, "In order to do an optimal job, an officer needs to believe that the Navy is worthwhile, that the service is something of which he is proud. He need not view the institution as something sacred and unchangeable, nor should he assume that every cog in that vast institution works with anything like perfection. He can be positively critical of those areas that need fixing, but he must have a dedication to the overall mission of the Navy and to the concept of the life of service in readiness to defend his country and be a good officer."	15-16
Effective and Successful Officers	Explain that ADM Zumwalt expressed that in the wardroom or in the staff, an officer should do his best to be a good corporate citizen of that unit. Where there are personality clashes, he should do his best to understand what makes the other fellow tick. There are compromises that need to be made in order for an officer to be a good overall team member, but there is also a very clear line beyond which he should retire when he runs into the occasional "bad apple." There may be someone on the ship or in a unit who has a very negative attitude and who can be extremely disruptive, and counseling and corrective action regarding this individual is the responsibility of the officer next higher in that individual's chain of command.	17
The Power of a Positive Attitude	Explain that in discussing the importance of a positive attitude, ADM Thomas Hayward related this story. "There's a great story about Admiral Red Ramage and how he won his Medal of Honor with the Parche. He wouldn't stop and think about, 'Gee, what will happen if we get hit or get sunk?' He kept in mind what he had to do, and that was to sink the enemy. Having a positive attitude can impact the effectiveness of your group. As a leader subordinates will follow your lead, including your attitude. In debriefings, find a constructive way to critique while accentuating the positives.	18
The Power of a Positive Attitude	Explain that if you are an individual with a cautious nature (because you can be born that way), is to force yourself into training situations, and the Navy tries to do that, tries to expose you to enough training encounters that you develop self-confidence.	19

Unit 4 / Lesson 1: NS4-U4L1 – Relationships and Attitude

	Dwelling on the negative helps no one. Remember, there is a big difference between failure due to physical inability and failure due to lack of motivation.	
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	20
Setting the Example	Explain that ADM Hayward continues, "An individual cannot be effective in any way or successful in any way at any level in the Navy if he does not have the capacity to take on the task of setting the example, and behavior is a basic element of setting the example. The crew has a right to look upon their leader with respect, but the leader has to earn their respect and work to keep it. The quickest way to lose respect is to set a bad example through gross behavior. This includes doing the kinds of things that some may think are macho or funny, but that in the long run are going to undermine the morale of the command and the leader's pride."	21-23
Video from ADM Gary Roughead	Show video from ADM Gary Roughead.	24
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	25
Lesson Summary	Explain that in this lesson the cadets have explained why the power of positive relationships and attitude are important in becoming an effective leader. They have stated the two components of leading by example. They have explained the influence that the relationship between officers and their peers has on everyone's performance. They have stated the characteristics of effective and successful officers. They have explained the influence that attitude has on everyone's performance. They have identified the ways in which a leader can lose the respect of subordinates. And finally they have defined the key term service reputation.	26-27

Unit 4 / Lesson 2: NS4-U4L2 – Setting the Example

(Lesson 2 of 3)

What Students Will Learn to Do:

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

Skills and Knowledge to be Gained:

1. State the influences that an officer's behavior has on everyone's performance.
2. Identify the appropriate response to peer pressure.
3. Explain the importance of knowing your subordinates.
4. State the influence that instilling a positive attitude in subordinates has on everyone's performance.
5. Define the key term social fabric.

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Setting The Example	Peer Pressure	ADM Hayward on Principles	Know Your Subordinates	Video Know Your Subordinates	ADMN Zumwalt – Yom Kippur War
CPS Question 2	ADM Zumwalt - Vietnam	Instilling A Positive Attitude	CPS Question 3	Positive Attitude: Practical Solutions	Positive Attitude: MCPON Billy Sanders	CPS Question 4	Lesson Summary

Key:

Textbook Content	Student Engagement and Assessment
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Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 4, Lesson 2. Place a checkmark beside the NS4-U4L2 PowerPoint presentation, and these two CPS question deck files:
NS4-U4L2 - Key Terms and NS4-U4L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 4 / Lesson 2: NS4-U4L2 – Setting the Example

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous lesson you learned why the power of positive relationships and attitude are important in becoming a successful and effective leader. Today you will learn why setting the example and instilling a positive attitude in subordinates are important factors in becoming an effective leader.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Setting the Example	<p>Explain that an officer's behavior, both on and off duty, is noticed by shipmates and helps define their perception of him or her as an officer and a leader. The famous Naval Officer ADM Marc Mitscher is a prime example of a man who led by example. So great was Mitscher's concern for the training and welfare of his men that he was able to retain their final ounce of effort and loyalty. He was "a bulldog of a fighter, a strategist, and a seeker of truth." Similarly, officers cannot help but note the behavior of their people on and off the job, whether they are full-time personnel or drilling reservists. The old adage, "an officer is on duty 24 hours a day" has even more significance in the era of the total force.</p>	7
Peer Pressure	<p>Explain that working with and through others to further the mission of the command and, consequently, the mission of the Navy and Marine Corps is a vital aspect of an officer's job. Self-serving actions must be secondary. For example, although cooperating with other individuals and other organizations may be desirable to accomplish specific tasks, cooperation should not be an end in itself. That is, peer pressure to "go along" or "get along" with a situation that is ethically or morally wrong must be resisted. To yield to such pressure is to do a disservice to the Naval Service and to the service reputation of the officers involved.</p>	8
ADM Hayward on Principles	<p>Explain that ADM Hayward expressed that a leader needs to work at getting along with people without compromising his beliefs. He can stand firm on an issue he feels strongly about without creating a problem, however. The boisterous, loud, tough actor is not the "right kind of guy" to follow. Generally speaking, while there are some who become very good officers who chew people up and spit them out with ease, the finest officers learn how to deal with every human being as a human being and can dress a person down properly, up in the right circumstances, and congratulate a person correctly under other circumstances. In short, the successful officer learns how to deal with difficult situations without ever compromising his principles in the process."</p>	9

Unit 4 / Lesson 2: NS4-U4L2 – Setting the Example

Know Your Subordinates	Explain that recognizing the difficulty of reconciling the principles and ideals of the Naval Service with the reality of car payments and sick children is part of being a leader. A successful leader understands the personal history of each subordinate, knows from what segment of society each person is drawn, and understands the job of each person. A Naval Officer cannot begin to earn respect unless he or she possesses that kind of knowledge and cannot expect to keep it unless his or her behavior is impeccable.	10-11
Video on Know Your People	Show video on know your people.	12
ADMN Zumwalt – Yom Kippur War	Explain that to Admiral Zumwalt, the episode that might be most useful in demonstrating the painful choices that an individual has to make in complex situations where duty is not necessarily clear transpired during the 1973 Arab-Israeli Yom Kippur war, when “... it became clear very early on that the Israelis were likely to be overrun because they were not able to count on the replacement of their equipment by us – we weren’t moving the equipment forward fast enough. I went to see the Secretary of Defense [James Schlesinger], and told him that my judgment was that this was likely to happen. He said, “I agree, but my hands are tied.” This seemed to me to be playing at war without being aware of how difficult it is to change the momentum of a battle. The President [Richard Nixon] had become quite unavailable to the Chiefs by that time, and I therefore concluded that something had to be done and that I’d better do it. I went to see Senator [Henry] Jackson and gave him this information and urged him to call the President, which he did. The President directed that the equipment be immediately sent forward, which in my judgment made it possible to turn that war around. In what I did, I took action that the Secretary of Defense had not taken, and yet my conscience at the time led me to believe that it was the necessary action, and even in retrospect I believe that it was an appropriate thing to do, even though in so doing, I certainly ran the risk that the judgment would be made that I would be dismissed from office.”	13-14
CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	15
ADM Zumwalt - Vietnam	Explain that Admiral Zumwalt tells of his experience as commander of our Naval forces in Vietnam, when he presided over the command of the Brown-Water Navy, coastal surveillance forces and the craft that were involved, and the rivers and canals and the aircraft assigned thereto. “As one would expect on board ship, I found that in order really to be able to understand the situations that my very young brand-new naval officers, commanding officers, were experiencing in their small craft, and to be able to understand how effectively to use them, I had to get out and be with them. So I spent a number of evenings in ambushes with them patrolling the rivers and canals. In discussions with them when we were out in ambush, I came to understand the limitations both of the equipment and of the people, and the very great capabilities of both, and I was able to visualize a lot more of the possibly otherwise unforeseeable contingencies with which we might have to deal in major campaigns operating out of Saigon. Based on the knowledge that one gains from those operational inputs, it was possible to have detailed discussions with the personnel on my staff in Saigon and to prepare ourselves mentally for the fast decisions that we would have to make. Fast-breaking events took place when we took a new blockade along the Cambodian border and other places. I think that it's fair to say that we were able to foresee the general nature of almost every action or counteraction that the enemy might take. Incidentally, one of the	16-19

Unit 4 / Lesson 2: NS4-U4L2 – Setting the Example

	<p>things that we proved to ourselves was the age-old principle that you can get away with almost anything by surprise, and you can probably do the same thing a second time, but you better not try it the third because by that time, a wise enemy has pretty well learned to adapt to it. The key to being a good staff officer is to have had the operational experience that makes it possible to understand the problems of the commander's subordinate operating units. The officer who goes to the staff of the admiral of a cruiser-destroyer flotilla is far more competent to help that admiral carry out his responsibilities if he has served on one of those cruisers or destroyers or a similar type. This is also true for those who are more logistics oriented, such as supply officers. A staff officer must also make frequent visits to the operating units and have a meticulous sense for those details that are essential to operational efficiency. He must be able to distinguish them from those details that could be categorized as simply minuscule. A requirement for anyone who aspires to high rank is to read beyond the literature required for him to do well in his own particular job."</p>	
Instilling a Positive Attitude	<p>Explain that after the Vietnam War, enlistment and reenlistment rates were way down. Admiral Zumwalt, who had been asked to address the problem, decided to approach it from the standpoint of morale.</p> <p>"I concluded that things were so bad, and the social fabric of the country that was supporting our armed services was so bad, that one had to take a revolutionary approach. I had for many years been waiting for my opportunity to strike a major blow in behalf of equal opportunity, and I was also a firm believer in the fact that women have as much capability as their male counterparts. I had just come from 20 months in command of our forces in Vietnam, where I had found that the most ruthless and cunning enemy I had ever had to face were the Vietcong women, and I concluded that dealing with the sexual differences in the Navy was timely."</p>	20-21
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	22
Positive Attitude: Practical Solutions	<p>Explain that ADM Zumwalt continues, "It was also clear that to me, again as a result of my wartime exposure to the wonderful young men who were fighting in Vietnam, that there were some other very serious problems in the Navy. We were in the Brown-Water Navy when I was in command, at one time taking casualties at the rate of 6 percent a month, which meant that in any given year's tour, your typical officer or sailor had nearly a three-quarters chance of being killed or wounded. I visited with 10 to 15 thousand of them in the Delta, and I visited with hundreds of the wounded in the hospitals, and I don't ever recall being taken to task about the war, but I recall many times being asked, 'Why is it that I, who volunteered to join the Navy and volunteered to fight in Vietnam, am not permitted to look like my peers with a beard or a mustache or with sideburns?' It seemed to me, in looking into this needed revolution, that it was a small thing to give those patriotic individuals that privilege. Indeed, upon being reminded that Navy regulations had always authorized neatly trimmed beards and mustaches, it suddenly dawned on me that senior commanders were violating Navy regulations, and the Z-Gram in that regard merely said, 'Obey Navy Regulations'. Such things as beer in the barracks, black beauty aids in the Navy Exchange, the requirement that nobody be kept in line for longer than 15 minutes (instead of those very long lines that we used to have to wait through), were all designed to give our men and women, in the midst of a very unpopular war and surrounded by a hostile society, the feeling that they were needed and wanted and were the kind of individuals who deserved to be treated that way. And the bottom line, I think, is quite clear. By the end of four years our reenlistment rates were above 30 percent, nearly quadrupled."</p>	23-25

Unit 4 / Lesson 2: NS4-U4L2 – Setting the Example

Positive Attitude: MCPON Billy Sanders	Explain that MCPON Billy Sanders said that a positive attitude toward the Naval Service is so important. I don't believe that I have ever served with an officer who badmouthed the Naval Service and also was a success. Ninety-nine percent of them were poor performers and they had serious flaws. The good officers take responsibility for the things they have to maintain and the orders they follow. I've heard junior officers say, "Well, the reason we've got to do it is because the captain says so." Or, "The skipper wants us to stay late." They are not taking the attitude that the reason they are doing this is because the job needs to be done and they are making a decision to get it done. A few junior officers are poor leaders because they act embarrassed, as if the Naval Service is making them do something that they would not normally do. When an officer does that, he or she has lost the respect of the troops.	26
CPS Question 4	Check in on student's understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	27
Lesson Summary	Explain that in this lesson the cadets have explained why setting the example and instilling a positive attitude in subordinates are important factors in becoming an effective leader. They have also stated the influence that an officer's behavior has on everyone's performance; identified the appropriate response to peer pressure; explained the importance of knowing your subordinates; stated the influence that instilling a positive attitude in subordinates has on everyone's performance; and defined the key term social fabric.	28-29

Unit 4 / Lesson 3: NS4-U4L3 – Classified Inventory Case and Evaluation Response

(Lesson 3 of 3)

What Students Will Learn to Do:

Analyze the Classified Inventory case scenario, decide how the case should be handled, and explain the decision-making process

Skills and Knowledge to be Gained:

1. Evaluate the Classified Inventory case scenario
2. Answer the Critical Case Evaluation questions
3. Answer the Case Evaluation Response question
4. Determine the appropriate response to the Classified Inventory case scenario

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	Thinking Ethically: Classified Inventory Case	Key Facts	Critical Case Evaluation	CPS Question 2	Cadet Responses
Pressure	Seek The Truth	Subordinates	CPS Question 3	Organization	Know The Rules	Additional Points	Case Evaluation Response
CPS Question 4	Discussion	Video Leading by Example	What Actually Happened	CPS Question 5	Lesson Summary		

Key:

Textbook Content	Student Engagement and Assessment
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Unit 4 / Lesson 3: NS4-U4L3 – Classified Inventory Case and Evaluation Response

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 4, Lesson 2. Place a checkmark beside the NS4-U4L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U4L3 - Key Terms and NS4-U4L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the previous lessons you learned about effective leadership and the role of the leader's personal example. Today you will have the chance to implement this knowledge with an evaluation of a case based on a real-world leadership scenario.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Introduction	<p>Explain that leaders often face decisions that have ethical or moral implications. The leader's decision can have long-lasting repercussions and therefore require careful deliberation. The case study you will be evaluating demonstrates the need for careful consideration of ethics and morality when making decisions.</p>	6
Thinking Ethically: Classified Inventory Case	<p>Direct the cadets to take 10 minutes to read and analyze "Thinking Ethically: The Classified Inventory," p. 50. Explain that the cadets should take notes on key facts, ask questions if necessary, and decide how they would handle the situation.</p>	7
Key Facts	<p>After the cadets have read and analyzed "Thinking Ethically: The Classified Inventory" on p. 50, review the key facts of the case study with the cadets to make sure they grasp what the case study really involves. Key facts include:</p> <ul style="list-style-type: none">• The officer monitored a classified material inventory.• Later a document from that inventory went missing.• It was found in a controlled safe and had been placed there before the inventory.• The officer was responsible for ensuring an accurate inventory.• Handling classified material is a sensitive issue.• The officer had other duties concurrent with his responsibility to monitor the	8-9

Unit 4 / Lesson 3: NS4-U4L3 – Classified Inventory Case and Evaluation Response

	<p>inventory.</p> <ul style="list-style-type: none"> No one was monitoring the officer. 	
Critical Case Evaluation	Direct the cadets to take 10 minutes to record their responses on the Critical Case Evaluation response forms, pp. 51-52. And the Case Evaluation response form on p. 53.	10-11
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
Cadet Responses	Selectively call on individual cadets to read their responses to the Critical Case Evaluation form, pp. 51-52, out loud to the class or in small groups.	13
Pressure	<p>Review the questions:</p> <ul style="list-style-type: none"> Is there pressure from peers, subordinates, seniors, or other sources to behave in an unethical manner? If yes, who or what is the source of the pressure? 	14
Pressure	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 14:</p> <ul style="list-style-type: none"> Yes – the officer was distracted by his other duties. It is possible that there was pressure on the officer conducting the monitor to complete another task or duty, which distracted him from properly completing the monitor. Yes – the individuals conducting the inventory failed to meet their standards as well. The missing document should have been found by the individuals while conducting the inventory. 	15
Seek the Truth	<p>Review the questions:</p> <ul style="list-style-type: none"> Does the leader validate the facts and obtain clarification? If no, what action does the leader need to take? 	16
Seek the Truth	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 16:</p> <ul style="list-style-type: none"> No – the officer did not properly monitor the inventory and did not verify that the inventory was correct. Unclear – there is no mention of how or why the document was misplaced. 	17
Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused, or might be caused, to the subordinates? 	18
Subordinates	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 18:</p>	19

Unit 4 / Lesson 3: NS4-U4L3 – Classified Inventory Case and Evaluation Response

	<ul style="list-style-type: none"> • Yes – the officer’s lax attitude sets a bad example for subordinates. • Yes – the individuals failed to conduct a proper inventory. • Yes – the poor example sets a bad precedent. 	
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	20
Organization	Review the questions: <ul style="list-style-type: none"> • Is an ethical work environment being maintained? • If no, what action does the leader need to take? 	21
Organization	Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Answers to the questions on slide 21: <ul style="list-style-type: none"> • No – the officer has allowed an unethical work environment by failing to set a good example or hold the subordinates to a high standard. • No – the subordinates are not properly supervised. • No – neither the individuals nor the officer performed their tasks ethically. The inventory was incorrect and the monitor did not recognize the failure of the inventory to be done properly. 	22
Know the Rules	Review the questions: <ul style="list-style-type: none"> • Does the leader properly enforce the rules, regulations, or policies? • If no, what action does the leader need to take? 	23
Know the Rules	Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Answers to the questions on slide 23: <ul style="list-style-type: none"> • No – the officer did not monitor the inventory without distractions. It is the officer’s duty to ensure both the inventory is done correctly and the monitor of the inventory is thorough. • No – the classified document had been misplaced. 	24
Additional Points	Are there any additional points to consider? Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Answers to the question on slide 25: <ul style="list-style-type: none"> • Not doing the ethical thing can have long-lasting repercussions throughout the command, the Navy, and your career. • It is not always easy to do the right thing. • Keep in mind the ethical concepts and factors from Unit 1 to help you determine the appropriate response. 	25-26
Case Evaluation Response	Have the cadets read their Critical Case Evaluation form on p. 53. Answer the questions: <ul style="list-style-type: none"> • What would you do and why? • Are there lessons to be learned from this case study? 	27

Unit 4 / Lesson 3: NS4-U4L3 – Classified Inventory Case and Evaluation Response

CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	28
Discussion	As a class, discuss the cadets' responses. In particular, look for key points that led to decisions that converged (came together or agreed upon) and key points that led to decisions that diverged (did not agree upon).	29
Video Leading by Example	Show video on leading by example.	30
What Actually Happened	<p>Direct the cadets to follow along from p. 54: "What Actually Happened in this Real Scenario?"</p> <ul style="list-style-type: none"> • The officer's attempt to multi-task led to an improper monitor of the inventory. • The officer also failed to meet the standard of daily inventories. • The officer's lax attitude set a poor example and was the weak link in the unit. • Improper monitoring operations set a bad example and are counterproductive to the mission. • Officers are rarely watched in their daily duties. • It is imperative that officers do it right every time, not just when others are watching. 	31-33
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	34
Lesson Summary	<p>Explain that leaders often face moral dilemmas and must think ethically and use their best judgment to ensure they made the right choice. This lesson demonstrated the moral and ethical responsibilities of leaders with a real-world case scenario.</p> <p>Explain that in this lesson the cadets have:</p> <ul style="list-style-type: none"> • Learned that leaders often face moral dilemmas and must think ethically to ensure they make the right choice. • Evaluated the Classified Inventory case scenario. • Answered the Critical Case Evaluation questions. • Answered the Case Evaluation Response question. • Determined the appropriate response to the Classified Inventory case scenario. 	35-36

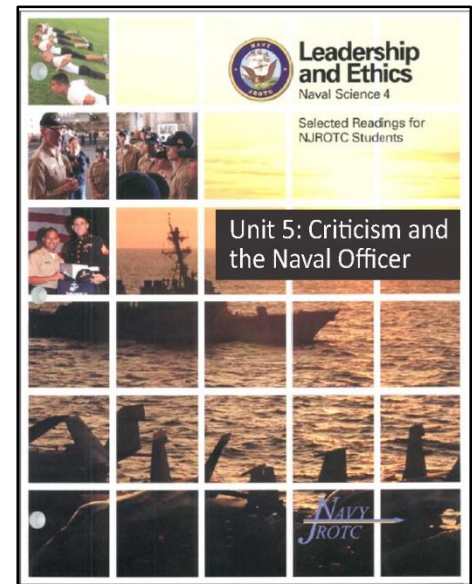
Unit 5: NS4U5 – Criticism and the Naval Officer

What Students Will Learn to Do:

This lesson will present the leadership skills that enable an officer to cope with and offer constructive criticism.

Skills and Knowledge to be Gained:

1. Know the various types of criticism, the importance of delivering criticism smoothly, and the receiving of criticism with equanimity.
2. The responsibility of leaders to pass criticism down the chain of command.
3. The responsibility of officers to pay attention to criticism and to seek in-depth reviews of performance.
4. How to identify the techniques and factors to consider when offering constructive criticism to subordinates.
5. How to identify the techniques for leaders to encourage constructive criticism up the chain of command.
6. How to identify the techniques for officers to offer constructive criticism up the chain of command.
7. To know the characteristics of destructive criticism and the leader's role in averting it.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective...

Unit 5: NS4U5 – Criticism and the Naval Officer

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

(Lesson 1 of 3)

What Students Will Learn to Do:

This lesson will present the leadership skills that enable an officer to cope with and offer constructive criticism.

Skills and Knowledge to be Gained:

1. Explain the types of criticism, the importance of delivering criticism smoothly, and the receiving of criticism with equanimity
2. Define the following key terms: constructive criticism, equanimity, performance review, and pernicious habit
3. State the responsibility of leaders to pass criticism down the chain of command
4. State the responsibility of officers to pay attention to criticism and to seek in-depth reviews of performance
5. Identify the techniques and factors to consider when offering constructive criticism to subordinates
6. Identify the techniques for leaders to encourage constructive criticism up the chain of command
7. Identify the techniques for officers to offer constructive criticism up the chain of command
8. Explain the characteristics of destructive criticism and the leader's role in averting it

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Accepting Constructive Criticism	Major General Wesley H. Rice, USMC	Making Decisions	CPS Question 2	Video CDR Lyons	Seniors
Passing Criticism	Course Corrections	Fitness Reports	Constructive Criticism to Subordinates	Implement Standards	CPS Question 3	Criticizing Enlisted Personnel	Reviewing Performance
Performance Reviews	Criticism up the Chain of Command	Accepting Subordinate Criticism	Offering up the Chain of Command	Communication Tools	ADM McDonald	CPS Question 4	Video MCPON Scott
Critical Comments to Superiors	Making Decisions	Destructive Criticism	Corrective Improvement	Application of the Classic Rule	CPS Question 5	Success Through Cooperation	Understand People
Education vs Experience	Lesson Summary						

Key:

Textbook Content	Student Engagement and Assessment
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Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 5, Lesson 1. Place a checkmark beside the NS4-U5L1 PowerPoint presentation, and these two CPS question deck files:
NS4-U5L1 - Key Terms and NS4-U5L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>In the last unit, you learned about the power and importance of positive relationships and attitudes. In this lesson, you will learn about the importance of positive and negative criticism. This lesson leads to an evaluation of a case based on a real-world scenario.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Accepting Constructive Criticism	<p>Explain that it is not possible for perfect officers to work for perfect leaders and lead perfect followers, because no one is perfect. For this reason, constructive criticism - the ability of one person in a Naval hierarchy to improve the performance of another through objective, corrective comment-is a vital element of a leader's work. The ability to deliver criticism smoothly, to receive criticism with equanimity, and to elicit criticism where it would be helpful is a leadership skill that must be cultivated.</p>	7-8
Major General Wesley H. Rice, USMC	<p>Explain that Major General W. H. Rice, USMC points out that "...many successful Naval officers consider seeking responsibility and taking responsibility to be a key of successful leadership. Young officers should not be afraid to take responsibility because they are afraid of making a mistake. Some young officers put off making a decision because they are afraid they will make the wrong decision. But it is far better that they do something, even if it is wrong, than do nothing. If their decision is based on the facts as they know them at the time, if they have taken all this information and used their judgment and knowledge to make a decision, then their seniors will almost always back them up 100 percent.</p>	9
Making Decisions	<p>Explain that this does not mean that officers should make a decision out of nowhere just to do something. They must address the facts before making a decision. But if they have done so and they still make a wrong decision, the seniors will likely support them.</p>	10

Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

	In addition, the officer who makes a mistake will learn from it and is unlikely to make the same mistake again. That is the value of experience. No one expects an Ensign or a Second Lieutenant to have vast experience, so Ensigns and Second Lieutenants will very often make mistakes. But their seniors will back them up, because their seniors recognize that the only way young officers can gain experience is to be allowed to take responsibility and make decisions.	
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	11
Video from CDR Lyons	Show video from CDR Lyons.	12
Seniors	Explain that seniors get to be seniors not because they're nice guys, but because they were selected to the rank they hold through a conscientious program. They have been selected by a senior board of officers who have the experience and the knowledge to choose tactically and technically proficient people. A staff officer's responsibility is to use his judgment and his experience to provide advice to the senior officer. But once the decision is made, the staff officer's position is to do his part to execute it. Seniors will listen to subordinates who are known for having common sense and good judgment, but seniors look at problems from a different perspective. Seniors look at a larger picture than young officers are able to look at, so young officers cannot expect the senior to accept their recommendations every time. When they have the time, seniors should explain their rationale for their decision, for these explanations are part of the education and experience that young officers need to gain."	13
Passing Criticism	Explain that everyone in the Naval Service has a boss—bosses, in fact. Bosses can be expected to have more experience and broader responsibilities than those who work for them. Critical comments passed down the chain of command to the individual officer and leader are the mechanism by which leaders both exercise their responsibility and try to help their subordinates past rough spots.	14
Course Corrections	Explain that an officer must pay attention to what the boss says. The officer must pay attention, even if the comments are phrased in the nicest way, are barely critical, or are only slightly corrective. A pleasant civility in delivering course corrections is often displayed by senior naval officers (and this approach is worthy of imitation by their juniors), but course corrections they are, nonetheless, and the boss certainly will note and correct a failure to respond to what was intended to be critical comment. An officer must pay attention, even if criticism from above is a constant diet. Some commanding officers are screamers, some are nitpickers, some occasionally attempt to revisit scenes of former glory by doing a junior's job (a Junior will get a lot of help from these types). But that does not change either the Junior's relationship with seniors or the responsibility to respond to their comments. An officer should stay tuned to the leader who talks softly, and not tune out the one who talks incessantly.	15
Fitness Reports	Explain that finally, officers should not rely solely on a report of fitness for a clear picture of how they are doing and where they need to improve. Far more useful than the fitness report itself is the chat that goes with it. An officer should ask the boss how he or she is doing and what areas should be concentrated on—and the officer should be responsive to the answers.	16
Constructive Criticism to Subordinates	Explain that setting standards is an integral part of the Naval leader's job. Standards of readiness, standards of appearance, standards of training, standards of safety—standards, standards, standards. And having established how things should be, the leader must use courage, forehandedness, and zeal in holding the high line. That means effectively passing critical corrections to subordinates.	17

Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

Implement Standards	Explain that having passed them, an officer must make them stick. It takes tenacity and patience to lead most people. The young officer must understand that there are subordinates who have neither the ability nor the dedication to perform as directed, and this can lead to frustration in attempting to effect change through criticism. One of the characteristics of poor listeners is that they are usually good bluffers. Seldom willing to admit that they haven't listened, they will fake understanding and take a chance-often with disastrous consequences. An officer can impose great pressure on a subordinate, but the young leader must keep in mind that it is the outcome that is important, and so his or her actions should be aimed at achieving the goal, not just exercising authority.	18
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19
Criticizing Enlisted Personnel	Effectively criticizing junior enlisted personnel is by no means as challenging as delivering criticism to the chief by a young division officer or to the staff NCO by a platoon commander. Chiefs and staff NCOs are easy people to be afraid of, and even if that dimension is not present, a young officer often thinks that criticizing the Chief or staff NCO is presumptuous. Nonsense. The chief is pleased to have the help of a young officer. If there is something the chief needs to be told, then the Junior should speak up. In all this, courage, confidence, a strong sense of responsibility, and a keen awareness of the sensitivity of all persons to criticism are absolutely necessary. In short, an officer should set standards, monitor performance, and through effective leadership, including critical comments make the right things happen.	20
Reviewing Performance	Explain that corrective criticism usually means fixing problems on a case-by-case basis. Beyond this, however, a leader is responsible for regularly reviewing the performance of individuals. Sometimes in the Naval Service a career Enlisted Person or Officer falls short of being the best performer he or she can be. The Sailor or Marine has talent and seems motivated but does not seem to be able to "get it together." The good leader will try to improve this person's contribution, but it is a frustrating task, often causing leaders to wish they had had a good shot at various Sailors or Marines in their formative years.	21
Performance Reviews	Explain that the fact is, many below-par performers continue to be promoted, yet they remain ignorant of the fact that their performance is not (and may never have been) up to snuff. They were not monitored, counseled, and steered properly early in their careers. Their leaders were too busy or too uncaring or too uncourageous to hold up their end of the leadership burden and regularly review performance. Regularly means as necessary, but, at a minimum, at least monthly.	22
Criticism up the Chain of Command	Explain that a performance review may be very challenging for a leader and, frankly, it takes guts to do it right. Some followers may prove to be impossible to help, but most respond to guidance. Many of the prospective "unfixables" will respond to early, fair, and firm counseling. Sound leaders will regularly review the performance of the individuals in their charge and take action to make these individuals as capable and competent as they can be.	23
Accepting Subordinate Criticism	Explain that there will, however, be occasions when he cannot adopt those suggestions, for various reasons that are difficult to make public. An apologetic attitude harms the officer's dignity and authority, so he should be straightforward at all times.	24
Offering up the Chain of Command	Explain that General Robert H. Barrow, 27th Commandant of the Marine Corps, points out that "when a Junior Officer speaks forthrightly and confidently, his seniors will almost always consider his suggestions. The Junior who is taking part in a discussion and sees that a decision is about to be made can usually find the right moment to say,	25

Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

	"May I make a suggestion, Sir?" Then he must convey his confidence in his ideas by speaking effectively. The officer can also put his suggestions in writing. Seniors are more likely to spend time considering ideas that are expressed in readable and persuasive prose. Even if the senior officer does not implement the junior's idea, he will make a note of how effectively he presented it. In addition, the junior who writes his ideas down has a record of them and thus can pass them on to others."	
Communication Tools	Explain that to make sure these nuggets passed up from the troops are useful, leaders must do two things. First, leaders need to accept that the comments may have a low validity factor. That's okay. If the problem is one of misperception in the ranks rather than less-than- perfect leadership above, the inputs from below can serve as valuable intelligence on how well the message is being transmitted and received. Second, leaders must maintain an even composure as the comments come in, at least to the extent of keeping the conduit open. It takes courage to tell the boss he or she is mistaken; close that conduit once and it is closed forever.	26
ADM McDonald	Explain that ADM David L. McDonald, former Chief of Naval Operations, wanting to emphasize that it is appropriate for an officer to speak up, gives this example: "In later years, but long before I'd become CNO, a flag officer I was working for said to me, "I will probably seldom ask you for your advice, but if I do, I want to know what you are thinking, not what you think I'd like for you to think." Subsequently, as a commander, I was attending a conference of high-ranking officers, one of whom (not the one mentioned above) I was working for. Many views were being expressed on the subject at hand and not all were in agreement. Ultimately, the Vice Admiral who was chairing the meeting asked for my views. I expressed them, rather vociferously and in direct opposition to the previously expressed views of the Vice Admiral. Following the meeting, the Flag Officer for whom I was working chided me a bit and said I shouldn't have talked to the Vice Admiral the way I did. Shortly thereafter I left my job and went out to the Pacific as Air Officer and later executive officer of the Essex. Upon being detached some time later (after I had been selected to captain), I was advised that I was being sent to Ford Island on the staff of the Vice Admiral to whom I had talked so rudely, and at his specific request."	27
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	28
Video from MCPON Scott video	Show video from MCPON Scott video.	29
Critical Comments to Superiors	Explain that young Officers should also be prepared to make appropriate critical comments to their seniors. Tactfully, sensitively, but courageously, Junior Officers in a command relationship owe the Senior Officer their best judgment, opinion, and advice. Indeed, in certain situations, a principal responsibility for the junior is careful second judgment. Executive officers have this relationship with their commanding officers. Division officers do well to see that their department heads get their best advice, and platoon commanders should do the same for their company commanders. A simple fact in the Naval Service is that "good followers give their best judgment to their leaders and good leaders listen." However, it must be remembered that there is such a thing as subordinate power and authority, which is the ability to make decisions based on one's own thoughts, which may or may not be in favor of the Senior.	30
Making Decisions	Explain that an excellent example is when Gen. Theodore Roosevelt, Jr., discovered that his troops had been landed on the wrong beach on 6 June 1944, D-Day, World War II. There was little opposition, but the only way they could move inland was by a	31

Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

	narrow road cutting through swampy ground. If the enemy attacked while his soldiers were on this road, the result would be disastrous. On the other hand, if he waited until a faraway superior told him what to do, it might be too late. "We'll start fighting the war right here," Roosevelt told his subordinates. His divisions moved forward, and their success contributed tremendously to the Allied cause. Had Roosevelt been a weaker man, a tremendous opportunity for victory would have been lost.	
Destructive Criticism	Explain that officers of the Naval Service, even Navy ensigns and USMC Second Lieutenants, occupy powerful positions. Irresponsible criticism from a unit's Officers can destroy unit integrity and the effectiveness of the individuals in the unit. The conscientious young Officer will dampen wardroom "bitch sessions" wherein the Navy or the Marine Corps, the command, or the commanding officer are being harshly criticized, and will attempt to stifle a mean putdown of a fellow Officer or an enlisted person of the command.	32
Corrective Improvement	Explain that to be useful, criticism must be pointed somewhere, toward some corrective improvement. Constant, idle complaint is a pernicious habit that an occasional wardroom will inflict on itself. Kill it in the crib. Kill also the urge to hammer some poor Sailor or Marine in public.	33
Application of the Classic Rule	Explain that matters of safety and primary operational urgency require immediate corrective action by a leader, but most times and most circumstances permit operation of the classic rule, "Praise in public, censure in private." Unless it is your purpose to destroy forever the effectiveness of the person you are correcting, regard the rule as sacred.	34
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	35
Success Through Cooperation	Explain how Admiral Arleigh A. Burke, CNO from 1955 – 1961, described how he learned that success is most often achieved through cooperation. "I was very fortunate, because I entered the Naval Academy completely unprepared, as I only went two years to high school. When I got into the Naval Academy there were a lot of little things that I should have known that I didn't, so I stood way down in the bottom of the class, and I had a rough time, barely making it. Well, I got through because classmates helped me. They would spend the time on me in teaching me things that I should have known, and everyone helped me, including professors sometimes. I learned that no man can do very much by himself, that a man does a job and 90 percent of what he's credited for doing is done by someone else. It's either done before him or after him."	36
Success Through Cooperation	Explain that ADM Burke continues, "Now this happened over and over again, everyone knows it's true, but it takes a long time to realize that any job that is done, is done by a group of people, so you've got to be careful not to think that an individual by himself is all that good. A lot of it is, you happen to have a good Chief Boatswain's mate, you happen to have a good vice chief, you happen to have a well-trained crew that you inherited from someone else, or you happen to have a kid with bright eyes who could see very well and he saw something that no one else could see and reported it."	37
Understand People	Explain that ADM Burke continues, "I was on many boards [after] I retired from the Navy, and one time I objected to a movement of a plant in England of one of the companies I was with. I objected because I didn't know enough about it. Well, I didn't know enough to say 'no', but I put in my reservations just the same. They went ahead and moved the plant from the outskirts of London up to the east coast of England. They spent a lot of money, they had to build a plant up there. About a year after they got the plant built, people wouldn't move. Since I had objected, they asked if I would mind going over to England and taking a look, so I went over and talked to a few	38

Unit 5 / Lesson 1: NS4-U5L1 – Criticism and the Naval Officer

	people. In two days I found out what was wrong. What they hadn't considered was that the British people don't move. They liked their job where they had it, and they wanted to live there. Their grandfathers lived there, and they were not going to move up the east coast. So they had to get new people."	
Understand People	ADM Burk also explains, "This new young fellow who had put this superior plan in was a brilliant man, but I called up and said, 'I've made the decision. You've got to fire this young fellow and get him out of here because he can't run things, no matter how good he is technically, he can't run it because he doesn't know people. You've got to call that old guy back who is retired for age and get him to come back.' Well, he came back on a contract for two years at the same salary that he had before, but the important thing is that at the end of two years he would retire. If he had made a success, he would get a big sum of money, I think a half-million dollars or something like that. If he didn't make a success, he didn't get anything more than his pay. The company jumped at that, and of course he made a success. This whole thing hinged on a very minor thing: they had forgotten that they weren't dealing with Americans in the moving thing."	39
Education vs Experience	Explain MCPON Sanders statement: "It is recognized that it may be difficult for a Junior Officer not to show resentment when a Senior enlisted is making a suggestion about a plan that the Officer had put together. While they may not speak from the same educational view as the Officer, Senior enlisted do speak from experience, and sometimes the experience is a little bit better than the book-learning the Officer has received. While you don't have to follow the suggestions, do listen to them, and at least recognize that the suggestions and comments were given in good faith, and weren't made to make fun or put down your thoughts and ideas."	40
Lesson Summary	<p>Review with students some of the key points that were covered in this lesson:</p> <ol style="list-style-type: none"> 1. The various types of criticism, the importance of delivering criticism smoothly, and the receiving of criticism with equanimity. 2. The following key terms: constructive criticism, equanimity, performance review, and pernicious habit. 3. The responsibility of leaders to pass criticism down the chain of command. 4. The responsibility of officers to pay attention to criticism and to seek in-depth reviews of performance. 5. How to identify the techniques and factors to consider when offering constructive criticism to subordinates. 6. How to identify the techniques for leaders to encourage constructive criticism up the chain of command. 7. How to identify the techniques for officers to offer constructive criticism up the chain of command. 8. The characteristics of destructive criticism and the leader's role in averting it. 	41-43

Unit 5 / Lesson 2: NS4-U5L2 – The Weak Lieutenant Case Evaluation

(Lesson 2 of 3)

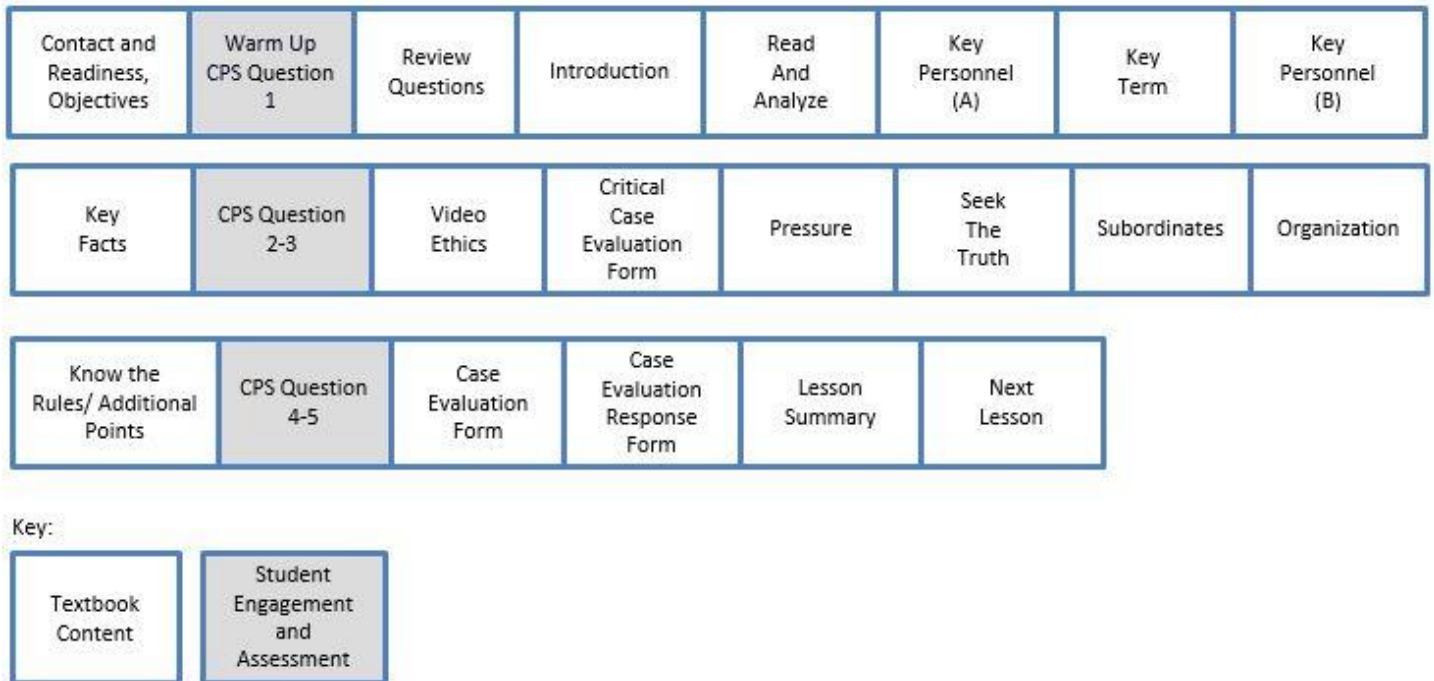
What Students Will Learn to Do:

In this lesson you will evaluate “The Weak Lieutenant” case evaluation.

Skills and Knowledge to be Gained:

1. Evaluate “Thinking Ethically: The Weak Lieutenant” case evaluation
2. Read The Weak Lieutenant case evaluation
3. Analyze The Weak Lieutenant case evaluation
4. Complete The Weak Lieutenant evaluation response forms

LESSON FLOW OUTLINE



Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 5, Lesson 2. Place a checkmark beside the NS4-U5L2 PowerPoint presentation, and these two CPS question deck files:
NS4-U5L2 - Key Terms and NS4-U5L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 5 / Lesson 2: NS4-U5L2 – The Weak Lieutenant Case Evaluation

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Having learned about constructive and destructive criticism, and how to effectively use criticism, in this lesson you will read and analyze The Weak Lieutenant Case evaluation, decide what you would do, and record your response on the Case Evaluation response form.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson questions 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Review Questions	Direct cadets to respond in their notebooks to the questions on p. 61. The Instructor can discuss all the questions or pick any number of questions to discuss in class. The review questions are designed to help cadets relate with the material by making a personal connection with its content.	7
Introduction	Explain that as a Junior Officer, you may find yourself in situations that will require some action on your part. This action may be to inform your chain of command, counsel or criticize a peer, or counsel a subordinate regarding a situation. How you handle the situation could affect your career or the career of someone else. However, inaction could affect the morale and mission readiness of your unit or units around you and ultimately affect your career. This lesson case study will bring up a real life scenario where decisions were made, and action taken for the good of the unit.	8
Read and Analyze	Have the students read and analyze the "Thinking Ethically: The Weak Lieutenant" case evaluation on pp. 62-63. Explain that the cadets should take notes on key facts to ask questions if necessary during the case evaluation review.	9
Key Personnel	<p>After the cadets have read and analyzed The Weak Lieutenant case evaluation, review the key facts of the case study. Make sure the cadets grasp what the case study involves, and who the key personnel are. Key personnel include:</p> <ul style="list-style-type: none"> • Marine First Lieutenant (O-2) <ul style="list-style-type: none"> ○ Newly promoted ○ Recently assigned to Rifle Company • Marine Captain (O-3) <ul style="list-style-type: none"> ○ Commanding Officer (CO) of Rifle Company ○ Lacked rapport with subordinates 	10
Key Term	Rapport - marked by harmony, conformity, accord or affinity. Good professional working relationship built on mutual trust, honesty and integrity.	11

Unit 5 / Lesson 2: NS4-U5L2 – The Weak Lieutenant Case Evaluation

Key Personnel	<ul style="list-style-type: none"> • Marine First Lieutenant (O-2) <ul style="list-style-type: none"> ○ Executive Officer (XO) of Rifle Company ○ Lacked confidence in leadership abilities • Marine Lieutenant (O-1 or O-2, unknown) <ul style="list-style-type: none"> ○ Big, athletic and imposing ○ Weak professional knowledge ○ Unethical and manipulated the XO 	12
Key Facts	<p>Review the key facts in the case evaluation:</p> <ul style="list-style-type: none"> • Marine Rifle company • Training to deploy • Deploying on a Navy ship 	13
Key Facts	<p>Explain the situation:</p> <ul style="list-style-type: none"> • Marine XO was bad mouthing his CO to the other Marine JOs • The weak and unethical Marine Lieutenant: <ul style="list-style-type: none"> ○ Manipulated the XO ○ Bragged about his unethical behavior 	14
Key Facts	<p>Explain that the Weak LT:</p> <ul style="list-style-type: none"> • Divided the Marines into 3 groups <ol style="list-style-type: none"> 1. Those who opposed the Weak LT 2. Those who condoned the Weak LT's misdeeds 3. Those who chose to ignore the Weak LT • Admitted to going through CO's personal files 	15
Key Facts	<p>Explain that when confronted the Weak LT:</p> <ul style="list-style-type: none"> • Weak lieutenant would not accept criticism • Weak lieutenant tried to intimidate and wreck the lieutenant's credibility • Weak lieutenant tried to ostracize the other lieutenant from peers 	16
CPS Question 2- 3	Check in on students' understanding of information covered so far by engaging lesson question 2 and 3, with follow-up discussion as appropriate.	17
Video on Ethics	Show video on ethics.	18
Critical Case Evaluation Form	Review the questions with the cadets on the Critical Case Evaluation forms on pp. 64-65.	19
Pressure	<p>Review the questions:</p> <ul style="list-style-type: none"> • Is there pressure from peers, subordinates, senior or other sources to behave in an unethical manner? • If yes, who or what is the source of the pressure? 	20
Seek the Truth	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader validate the facts and obtain clarification? • If no, what actions does the leader need to take? 	21

Unit 5 / Lesson 2: NS4-U5L2 – The Weak Lieutenant Case Evaluation

Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> • Do the factors in the case affect subordinates and their perception of their leader? • If yes, what effect is caused, or might be caused, to the subordinates? 	22
Organization	<p>Review the questions:</p> <ul style="list-style-type: none"> • Is an ethical work environment being maintained? • If no, what action does the leader need to take? 	23
Know the Rules/Additional Points	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader properly enforce the rules, regulations, or policies? • If no, what action does the leader need to take? • Are there any additional points to consider? 	24
CPS Question 4-5	Check in on students' understanding of information covered so far by engaging lesson question 4 and 5, with follow-up discussion as appropriate.	25
Case Evaluation Form	Have the cadets complete the questions on the Critical Case Evaluation forms on pp. 64-65. Answer all questions on the form. Explain that if needed, they are answering from the perspective of the newly promoted Marine First Lieutenant towards the leader, who is the Marine Commanding Officer.	26
Case Evaluation Response Form	Have the cadets complete the Case Evaluation Response on p. 66: "What would you do and why?" Encourage the cadets to answer in detail to both parts of the question. Reiterate they are answering from the perspective of the newly promoted Marine First Lieutenant.	27
Lesson Summary	<p>Briefly summarize the key points of this lesson. Explain that in this lesson you have:</p> <ul style="list-style-type: none"> • Read and analyzed "The Weak Lieutenant" case evaluation. • Prepared answers to questions on the Critical Case Evaluation forms. • Determined and wrote down what you would do and why. 	28
Next Lesson	<p>Explain that in the following lesson, you will:</p> <ul style="list-style-type: none"> • Participate in a class discussion about "The Weak Lieutenant" case evaluation • Discuss your answers to the questions • Explain what you would do and why • Read "What Actually Happened in this Real Scenario?" p. 67 • Discuss what actually happened and how this affects your view on "What you would do and why?" 	29

Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

(Lesson 3 of 3)

What Students Will Learn to Do:

In this lesson you will evaluate “The Weak Lieutenant” case responses.

Skills and Knowledge to be Gained:

1. Explain the decisions made for ‘The Weak Lieutenant’ case evaluation responses.
2. Discuss the responses to ‘The Weak Lieutenant’ case scenario questions.
3. Read and discuss “What Actually Happened in this Real Scenario.”
4. Summarize and discuss leadership and ethic lessons learned for the ‘Weak Lieutenant’ case scenario.

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	Read And Analyze	Class Participation	Key Personnel (A)	Key Term Review	Key Personnel (B)
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CPS Question 2	Key Facts	Critical Case Evaluation Form	Pressure	CPS Question 3	Seek The Truth	Subordinates	Organization
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CPS Question 4	Know the Rules/ Additional Points	Know The Rules	Additional Points	Video Ethics	Case Evaluation Response Form	What Actually Happened	CPS Question 5
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Lessons Learned	Lesson Summary
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Key:

Textbook Content	Student Engagement and Assessment
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Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 5, Lesson 3. Place a checkmark beside the NS4-U5L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U5L3 - Key Terms and NS4-U5L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Having read and analyzed ‘The Weak Lieutenant’ case evaluation, in this lesson we will review the key points, and discuss the various responses to the questions on the Case Evaluation response forms.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students’ level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Introduction	<p>Direct cadets to follow this discussion from the unit, “Thinking Ethically: The Weak Lieutenant Case Evaluation and Response,” pp. 64-67. Review with the cadets that as a junior officer (JO) and leader, you may find yourself in situations that will require some action on your part. This action may be to inform your chain of command, counsel or criticize a peer, or counsel a subordinate regarding a situation. During this lesson case study we will discuss the actions and inactions of a real life scenario where decisions were made, and action taken for the good of the unit.</p>	7
Read and Analyze	<p>Review with the cadets that during the previous lesson they read and analyzed “The Weak Lieutenant” case evaluation on pp.62-63. They also took notes on the key personnel and key facts in the case and completed the Case Response forms.</p>	8
Class Participation	<p>Explain to the cadets that during this lesson the instructor will:</p> <ul style="list-style-type: none"> • Review the key personnel and facts in this case study. • Individual cadets will read and discuss their responses from the Case Evaluation forms. • Read and discuss “What Actually Happened in this Real Scenario,” p. 67. • Lastly, the class will discuss the leadership and ethics issues lessons learned from the case study. 	9

Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

Key Personnel	<p>Review the key personnel of ‘The Weak Lieutenant’ case study on pp.62-63 with the cadets to make sure they grasp what the case study really involves and who the key personnel are. Key personnel include:</p> <p>Marine First Lieutenant (O-2)</p> <ul style="list-style-type: none"> • Newly promoted • Recently assigned to Rifle Company <p>Marine Captain (O-3)</p> <ul style="list-style-type: none"> • Commanding Officer (CO) of Rifle Company • Lacked rapport with subordinates 	10
Key Term Review	Rapport means relations marked by harmony, conformity, accord, or affinity. Good professional working relationship built on mutual trust, honesty, and integrity.	11
Key Personnel	<p>Continue to review the key personnel to include:</p> <p>Marine First Lieutenant (O-2)</p> <ul style="list-style-type: none"> • Executive Officer (XO) of Rifle Company • Lacked confidence in leadership abilities <p>Marine Lieutenant (O-1 or O-2, unknown)</p> <ul style="list-style-type: none"> • Big, athletic, and imposing • Weak professional knowledge • Unethical and manipulated the XO 	12
CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	13
Key Facts	<p>Review the key facts in the case evaluation:</p> <ul style="list-style-type: none"> • Marine Rifle company • Training for an extended deployment onboard a Navy ship 	14
Key Facts	<p>Explain the situation:</p> <ul style="list-style-type: none"> • Marine XO was ‘bad mouthing’ his CO to the other Marine JOs • The weak and unethical Marine Lieutenant • Manipulated the XO • Bragged about his unethical behavior • Divided the Marine Junior Officers into 3 groups <ol style="list-style-type: none"> 1. Opposed 2. Condoned 3. Ignored • Admitted to going through CO’s personal files 	15-16
Key Facts	<p>Explain that when one lieutenant tried to confront the Weak lieutenant:</p> <ul style="list-style-type: none"> • Weak lieutenant would not accept criticism • Weak lieutenant tried to intimidate and wreck the lieutenant’s credibility • Weak lieutenant tried to ostracize the other lieutenant from peers 	17
Critical Case Evaluation Form	Explain to the cadets that there will be a group discussion about each of the Critical Case Evaluation questions on pp. 64-65 where cadets will share their answers with the class. The instructor can break the cadets into smaller groups for discussion if there	18

Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

	are enough NS-4 students for small group discussions. If so, assign a group leader to each small group to lead the discussions.	
Pressure	<p>Review the questions with the cadets and ask for volunteers to read all or a part of their responses out loud to the class or in small groups:</p> <ul style="list-style-type: none"> Is there pressure from peers, subordinate, seniors, or other sources to behave in an unethical manner? If yes, who or what is the source of the pressure? 	19
Pressure	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions might include:</p> <ul style="list-style-type: none"> Yes – from peer pressure of the Weak LT to condone his actions Yes – from the subordinates when condoned the Weak LT actions Yes – from the perception of the XO possibly being manipulated against him 	20
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	21
Seek the Truth	<p>Review the questions with the cadets and ask for volunteers to read all or a part of their responses out loud to the class or in small groups:</p> <ul style="list-style-type: none"> Does the leader validate the facts and obtain clarification? If no, what action does the leader need to take? 	22
Seek the Truth	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor will add and elaborate on answers.</p> <p>Answers to the questions might include:</p> <ul style="list-style-type: none"> Yes – one of the Marine LTs did approach the Weak LT. No – some of the Marine LTs condoned the behavior and others ignored it. 	23
Subordinates	<p>Review the questions with the cadets and ask for volunteers to read all or a part of their responses out loud to the class or in small groups:</p> <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	24
Subordinates	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions might include:</p> <ul style="list-style-type: none"> Yes – the Weak LT was viewed as unethical and a poor leader. This would have a profound effect on the enlisted marines in the company. Yes – the XO was possibly viewed as a weak leader, which would have a profound effect on the JOs and the enlisted marines in the company. Yes – the CO was possibly viewed as out of touch with the company, allowing such behavior to go on unchecked. Yes – the JOs might be afraid of reporting this officer for fear of retribution 	25-26

Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

	<p>from the Weak LT.</p> <ul style="list-style-type: none"> • Yes – the JOs might be afraid that the XO might take the Weak LTs side and they would be in trouble. • Yes – the JOs would feel pressured to either oppose or condone the weak LT. 	
Organization	<p>Review the questions with the cadets and ask for volunteers to read all or a part of their responses out loud to the class or in small groups:</p> <ul style="list-style-type: none"> • Is an ethical work environment being maintained? • If no, what action does the leader need to take? 	27
Organization	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>From the standpoint of the marine JOs, answers to the questions might include:</p> <ul style="list-style-type: none"> • No – the JOs had to choose sides, condoning and ignoring ethical violations. • No – the JOs did not immediately support the officer who confronted the Weak LT. • No – the JOs who found it easier to not get involved were cowards. • Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. 	28
Organization	<p>From the standpoint of the CO and XO, answers to the questions might include:</p> <p>No – the XO should have maintained the professional distance between himself and the JOs.</p> <p>No – the XO should not have talked about his CO to the JOs much less bad-mouthed him.</p> <p>No – the XO should not have allowed the Weak LT to manipulate him.</p> <p>No – the CO should have been more in touch with all of his officers and his command</p>	29
CPS Question 4	<p>Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.</p>	30
Know the Rules/Additional Points	<p>Review the questions with the cadets and ask for volunteers to read all or a part of their responses out loud to the class or in small groups:</p> <ul style="list-style-type: none"> • Does the leader properly enforce the rules, regulations, or policies? • If no, what action does the leader need to take? • Are there any additional points to consider? 	31
Know the Rules	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions might include:</p> <ul style="list-style-type: none"> • No – the Weak LT was clearly unethical and manipulative • Yes – the one LT did confront the Weak LT, although unsuccessfully. • No – the other JOs did not appear to back up the JO who confronted the weak officer. • No – the XO crossed the line and got too familiar with the JOs. 	32
Additional Points	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to</p>	33

Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

	<p>add and elaborate on answers.</p> <p>Answers to the question, “Are there any additional points to consider?” might be:</p> <ul style="list-style-type: none"> • Sometime both doing and not doing the right thing can have an effect on your career. • The chain of command failed in this situation, starting with the XO, who bad-mouthed his CO. 	
Video on Ethics	Show video on ethics.	34
Case Evaluation Response Form	<p>Explain to the cadets that there will be a group discussion to share their reply to, “What would you do and why?” from p. 66. The cadets will share their answers with the class or small group. The instructor can break the cadets into smaller groups for discussion if there are enough NS-4 students for small group discussions. If so, assign a group leader to each small group to lead the discussions.</p>	35
What Actually Happened	<p>Have cadets read, “What Actually Happened in this Real Scenario” p. 67. Explain that the cadets should take notes on key points to ask questions if necessary during the review.</p>	36
What Actually Happened	<p>Review the key points from “What Actually Happened in this Real Scenario” p. 67.</p> <ul style="list-style-type: none"> • Integrity, morale, and functioning of the unit were in jeopardy. • A leader and commissioned officer could not be trusted. • The new First Lieutenant decided to confront the CO about the Weak Lieutenant. • The CO was shocked and totally unaware of this situation, and interviewed his officers. • The matter culminated when the CO brought all the officers together to discuss the situation. • This event affected the career of the CO and the Weak LT was discharged from active duty. 	37-38
CPS Question 5	<p>Check in on students’ understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.</p>	39
Lessons Learned	<p>Ask for volunteers to answer the following questions:</p> <ul style="list-style-type: none"> • Does knowing what actually happened in this real life scenario change your perception of any of the leaders involved? • Does it change what you would do? Why or why not? • Are there lessons to be learned from this real life case study? 	40
Lessons Learned	<p>Note: These are possible responses and not all inclusive “correct” answers. Instructor to add and elaborate on responses.</p> <p>Some lessons learned might include:</p> <ul style="list-style-type: none"> • Constructive criticism is a vital element of a leader’s work. • Leaders must have the courage to take action where problems and issues exist. • Unethical and immoral behavior is detrimental to the function of the group or command. 	41

Unit 5 / Lesson 3: NS4-U5L3 – The Weak Lieutenant Case Response

Lesson Summary	<p>Review the lesson with the cadets.</p> <p>In this lesson you have:</p> <ul style="list-style-type: none">• Read and analyzed “The Weak Lieutenant” case evaluation.• Read and discussed your answers to questions on the Critical Case Evaluation forms.• Participated in a class or small group discussion of what you would do and why.• Discussed any lessons learned from this case study.	42
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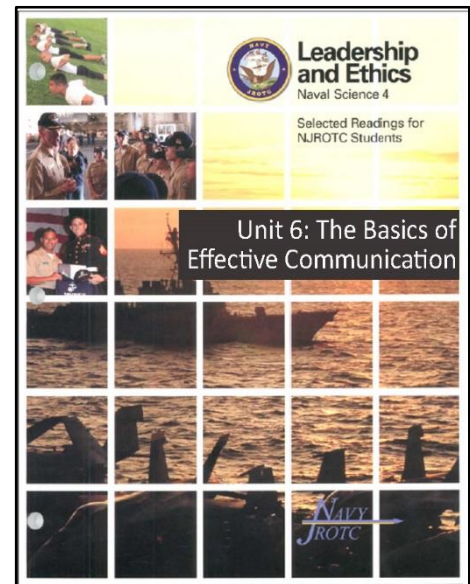
Unit 6: NS4U6 – The Basics of Effective Communication

What Students Will Learn to Do:

This lesson will explain the basics of communications and how to share information with subordinates and superiors.

Skills and Knowledge to be Gained:

1. To know why proper communications is important for the mission, values, standards, and expectations of the organization.
2. To understand why conjecture is not helpful to the leadership of an organization
3. How to identify the techniques for leaders to encourage constructive criticism up the chain of command.
4. To understand why there is a need for communications security in the chain of command.
5. Know the basics involved in effective communication.
6. Understand the problems associated with tailoring communications to the audience's level of understanding and possible solutions.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective...

Unit 6: NS4U6 – The Basics of Effective Communication

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 6 / Lesson 1: NS4-U6L1 – The Basics of Effective Communication

(Lesson 1 of 3)

What Students Will Learn to Do?

This lesson will explain the basics of communications and how to share information with subordinates and superiors.

Skills and Knowledge to be gained:

1. Explain why proper communications is important for the mission, values, standards, and expectations of the organization
2. Define the following key terms: conjecture, subscribe, and empower
3. Explain why conjecture is not helpful to the leadership of an organization
4. Explain why there is a need for communications security in the chain of command
5. State the basics involved in effective communication
6. Explain the problems associated with tailoring communications to the audience's level of understanding and possible solutions

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	ADM Holloway Suggests	Key Terms	CPS Question 2	Subordinates	Information Security
The Basics	Explaining Decisions / Sharing Info	Providing Reasons Example	Video CNO Greenert Providing Reasons	Sharing Information	CPS Question 3	Ensuring Oral Communication Is Understood (A)	Tailoring Communications
Ensuring Oral Communication Is Understood (B)	Continuously Informed Personnel	Video Informing The Fleet	CPS Question 4	Cross-Compartmental Communication	Maintaining Personnel Contact	Remaining Available And Visible	MCPON Sanders Suggests
CPS Question 5	Lesson Summary						

Key:

Textbook Content	Student Engagement and Assessment
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Unit 6 / Lesson 1: NS4-U6L1 – The Basics of Effective Communication

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 6, Lesson 1. Place a checkmark beside the NS4-U6L1 PowerPoint presentation, and these two CPS question deck files:
NS4-U6L1 - Key Terms and NS4-U6L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Effective communications is vital to the success of an officer and leader. In this lesson you will learn the basics of communication and how to share information with subordinates and superiors. This unit ends with an evaluation of a case based on a real-world leadership scenario.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Introduction	<p>Explain that people cannot be led, save on the end of a rope, if they cannot understand what the leader says, means, or expects. Clear direction is a critical dimension of organizational climate. When people understand the mission, values, standards, and expectations of the organization, they can do what needs to be done. A lack of such understanding leads to false starts, ineptness, and discontent.</p>	7
ADM Holloway Suggestions	<p>Explain that Admiral Holloway suggests that "In communicating with seniors, the officer should try to let them know what his plans are, but only up to the point where his plans are relatively firm. The officer should not continue into an area where he is not on firm ground, because conjecture is not helpful to the leadership. If he does discuss the distant future, where conjecture comes into play, the officer should offer rational appraisals of what his probable future course of action will be".</p>	8
Key Terms	<p>Conjecture – An inference or guess based on inconclusive or incomplete evidence</p> <p>Subscribe – To express approval, assent, or agreement with</p> <p>Empower – To enable, permit, or authorize</p>	9

Unit 6 / Lesson 1: NS4-U6L1 – The Basics of Effective Communication

CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	10
Subordinates	Explain that, in communications, the further down the chain of command, the closer to the front line, and the more the troops are involved, the less security a message has. First, the communication systems that are used in front-line units tend to be more vulnerable to code breaking and listening-in by the enemy. Second, junior people tend to talk more than senior people because they do not understand as well the need for security. So, in deciding what to pass down the line, the officer should remember to tell people what they need to know to do the job and what is important for their morale purposes, but he should avoid providing information that, if it got outside the command, could impair his ability or be a detriment to his plans or do harm to his country.	11
Information Security	<p>Explain that the officer should not communicate his plans for the future laterally to anyone except those individuals who must know. How guarded he must be depends on the officer's assignment. For example, the leader on a mine sweeper must be more guarded in communicating to those in charge of other mine sweepers than a task force commander at headquarters who is communicating to other headquartered task force commanders.</p> <p>Explain that there are many kinds of communications, but the same rules do not necessarily apply in electronic communications and in person-to-person communications. The officer who is talking to his troops at quarters for muster and sort of pumping them up and telling them what a great bunch they are can be more wordy and innovative than a strike leader who is calling back to say that five SAMs have just lifted off. In the first case the officer can afford to use a better rhetoric; in the second case he just wants to get that message out.</p>	12
Information Security	The same idea applies when a four-star admiral writes a message to the Chief of Naval Operations or the Joint Chiefs of Staff. His communication will be more philosophical than the message of a destroyer skipper to his task group commander telling him what he is and is not going to be able to do in the projected operations over the next 48 hours because of a problem with his number-one fuel pump. The number of people in the chain of command for communication should be reduced to its absolute minimum, but not one less than the absolute minimum. Arbitrarily saying that there can be no more than five people in the chain of command, for example, is not sound policy, because the number of people in the chain of command has to be based on the circumstances. For example, if only five people were allowed in the chain of command, the individual who has the helicopter air-sea rescue unit and may be called into play at any minute to extricate people might be left out. There should not be anyone unnecessarily included in the chain of command, however. Because someone is a nice person and is interested does not mean he needs to know. He should not be in the chain just for that reason.	13
The Basics	Explain that there are many basics are involved in effective communication, among them audibility, articulation, spelling, and grammar. A long-standing naval tradition is for officers to exceed minimum requirements. Refinement is expected. The way an officer speaks, writes, and thinks should convey an image of an educated person. Much of this striving for excellence stems from a concern for image and credibility, and it is an entirely practical and fine tradition, alive and well among outstanding officers.	14
Explaining Decisions – Sharing	Explain that when power is effectively used, people do not feel like pawns. Rather, they understand and subscribe to the goals and values of the organization and feel	15

Unit 6 / Lesson 1: NS4-U6L1 – The Basics of Effective Communication

Information	empowered, not dominated. When the reasons for orders are not apparent, the likelihood of the orders being disregarded increases. A steady diet of such orders breeds resentment. Emergencies, when there is no time for explanations and officers must rely on trust, do arise. Trust is usually built through people's discovery over time that officers have good reasons for what they require.	
Providing Reasons Example	Explain that ADM Holloway stated, "Okay, the ship is going to sail over the horizon with twelve airplanes on it. The only defense that ship has in its battle group, in its cruisers, in its destroyers, is the F-14s. So if we're ready, we can protect that battle group. If we're not ready, then the battle group might as well just go back to port and tie up. Now, the Chief of Naval Operations won't hear tell of that. The President, the Joint Chiefs of Staff, nobody would allow that to happen. So it comes down to you. You've got to be on your toes. You've got to be ready."	16
Video of CNO Greenert Providing Reasons	Show video of CNO Greenert providing reasons.	17
Sharing Information	Explain that officers can share information with department heads through regularly scheduled meetings. They can inform their personnel of upcoming events so people can plan ahead. COs and XO's can also make certain that the crew is briefed on what to expect during special evolutions. Even trivial rumors must be squelched, as the transmission of accurate information is vital.	18
CPS Question 3	Check in on student's understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19
Ensuring Oral Communication is Understood	Explain that when they talk to people, outstanding officers watch the expressions of those in the audience to be sure they are taking in what is being said. Where there is any doubt, officers ensure understanding by making a clearer restatement or requesting that an individual repeat the message in his or her own words. Important oral communications are sometimes followed up in writing, or vice versa, all to ensure uptake and understanding.	20
Tailoring Communications	Explain that there are many factors involved in tailoring communications to people's level of understanding, an advanced skill of leaders and teachers. If a leader wishes to have people understand a message fully, he or she must think about what they need to have in order to do so. A few techniques related to tailoring communications to people's level of understanding for solving communications problems will now be discussed. The problems encountered during communications include: <ol style="list-style-type: none"> 1. Insufficient background information. 2. Idea too abstract or too theoretical to grasp. 3. Idea too strange or too complex to grasp, or too pedestrian and commonplace. 4. Vocabulary and phraseology too exalted. 5. Vocabulary strange. 	21-22
Tailoring Communications	Explain that one communications problem is having insufficient background information. A solution is to provide additional background information. A second problem is an idea too abstract or too theoretical to grasp. A solution is to provide a concrete example that connects with the person's experience. A third problem is an idea too strange or too complex to grasp, or too pedestrian and commonplace. A solution is to use a metaphor or an analogy. A fourth problem is vocabulary and phraseology that is too exalted. A solution is to use an editor to polish. A fifth problem is the use of strange vocabulary. A solution is to avoid the use of jargon with non-military audiences. Avoid the use of Navy or Marine Corps jargon with non-Navy or	23-27

Unit 6 / Lesson 1: NS4-U6L1 – The Basics of Effective Communication

	non-Marine Corps audiences	
Ensuring Oral Communication is Understood	In summary, outstanding officers make sure that people "hear" them, understand the message, and understand its import. In doing so, they uphold a long-standing naval tradition.	28
Continuously Informed Personnel	Explain that in superior units, plans of the day (POD) are viewed as a major vehicle of communication. They are always thorough, and they include the long range view. Through plans of the day, personnel are alerted to upcoming events and to what they are expected to do. Their attention is drawn to important issues. One plan of the day reported that a man had fallen down and broken his leg because a hatch had not been properly secured. The POD did not point out where the accident had happened, so that all hands would be careful. Another aspect of keeping the troops informed is the indoctrination program for new troops.	29
Video on Informing the Fleet	Show video on informing the fleet.	30
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	31
Cross – Compartmental Communication	Explain that cross-compartmental communication is essential. Operations officers must talk to maintenance people, the engineering department head must coordinate with the other heads of departments, Marine Corps battalion staff members must coordinate effectively with company commanders. Without telling anyone, one engineering department head arbitrarily cut off a communications line to the commanding officer. After considerable inconvenience to the commanding officer, the operations officer finally tracked down the problem and restored the cross-compartmental communications.	32
Maintaining Personnel Contact	Explain that as part of their emphasis on communication up and down the chain of command, leaders should regularly walk around their units to learn what is going on. This is a planned activity, not something that is squeezed in during spare moments. In this way, leaders gain a sense of their unit as a whole, instead of focusing excessively on details. An officer on a ship who spends too much time below deck focusing on individual activities such as the installation of a pump (which will only make the crew nervous and impede progress), is missing the opportunity to monitor all activities in an unobtrusive way. Officers should emphasize the importance of communication up the chain of command.	33
Remaining Available and Visible	Explain that outstanding officers "manage by walking about." Yet they do this only partly to keep informed and monitor what is happening. Another very important part of walking about is to show interest, concern, or appreciation. Many senior officers make an effort to get to know people's names and something about them. On their rounds, these officers can make statements such as, "Seaman Jones, how's your mom doing?" Has she recovered from her operation?" or, "Private Smith, I hear you're getting ready to ace the essential subjects test." Overall, the walking about is upbeat. It is not a fault-finding mission. Officers can show interest by sitting in on training, observing drills, and stopping on a stroll to watch an evolution. "Carry on; I'm just watching. Never saw it done quite like that before." During pre-inspection drills, one ship's CO stood up on the bridge spotting people putting out extra effort or doing an especially good job. The CO would get on the speaker and single them out, "Nice job, Jane Smith Can't see Tommy Jones, he's moving so fast ..." Several officers noted that they genuinely enjoyed these strolls and that the strolls paid off considerably.	34

Unit 6 / Lesson 1: NS4-U6L1 – The Basics of Effective Communication

MCPON Sanders Suggests	Discuss MCPON Sanders suggestions. “When communicating with the crew, I would first recommend that the officer discuss what is going to be said with the Senior enlisted, and let that individual provide some of his own thinking and arrange the meeting with the troops. In this way you will know that what is being communicated is consistent with the ideas of the Senior enlisted, or, if there is disagreement, that can be worked out ahead of time so that you provide a unified front to your unit.” Going through the Chief serves several purposes. First of all, it gets his confidence. He understands that you are working through him and it builds him up a little bit. Second, if you just walk into an area and call all hands up to let them know what you want to talk about, you may be disrupting previously scheduled work. Thus, it's a lot easier to go through that Senior enlisted and then speak directly to the crew.	35
CPS Question 5	Check in on students’ understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	36
Lesson Summary	<p>In this lesson, you have learned:</p> <ul style="list-style-type: none">• Why proper communications is important for the mission, values, standards, and expectations of the organization.• The definition of key terms - conjecture, subscribe, and empower.• Why conjecture is not helpful to the leadership of an organization.• Why there is a need for communications security in the chain of command.• The basics involved in effective communication.• The problems associated with tailoring communications to the audience’s level of understanding and possible solutions.	37-38

Unit 6 / Lesson 2: NS4-U6L2 – The Party Case Evaluation

(Lesson 2 of 3)

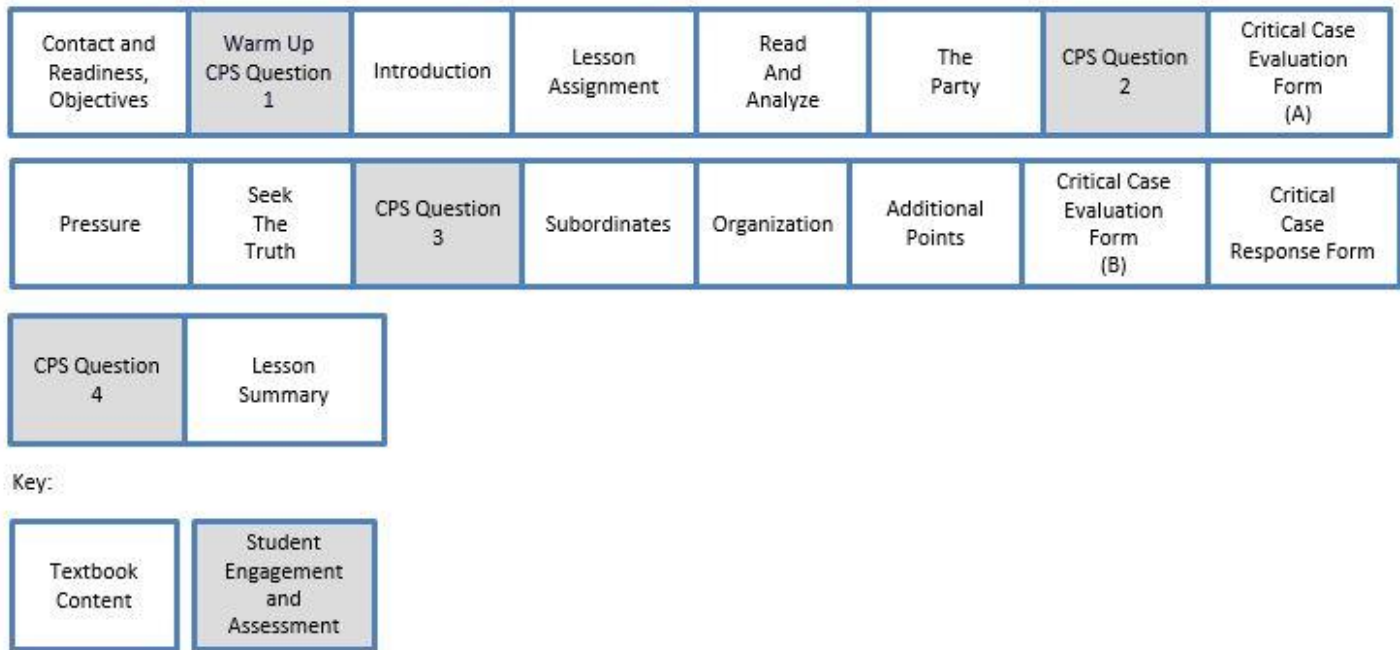
What Students Will Learn to Do:

In this lesson you will evaluate “The Party” case evaluation.

Skills and Knowledge to be Gained:

1. Read The Party case evaluation
2. Analyze The Party case evaluation
3. Complete The Party case evaluation response forms

LESSON FLOW OUTLINE



Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 6, Lesson 2. Place a checkmark beside the NS4-U6L2 PowerPoint presentation, and these two CPS question deck files: NS4-U6L2 - Key Terms and NS4-U6L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 6 / Lesson 2: NS4-U6L2 – The Party Case Evaluation

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Effective communications is vital to the success of an officer and leader. In this lesson you will read and analyze 'The Party' critical case evaluation, decide what you would do, and record your response on the Case Evaluation response form.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Introduction	Explain that sometimes we must work to effectively communicate. The case study you will be evaluating demonstrates the need for timely and effective communications. Both the Senior and Junior must take responsibility for effective communications.	6
Lesson Assignment	Read and analyze the 'Critical Case Evaluation'. Decide what you would do. Record your response on the Case Evaluation response form.	7
Read and Analyze	Have the cadets take 20 minutes to read and analyze "The Party" case evaluation on p. 74. Explain that the cadets should take notes on key facts and ask questions if necessary.	8
The Party	<p>After the cadets have read and analyzed "The Party" on p.74, review the key facts of the case study with the cadets to make sure they grasp what the case study really involves. Key facts include:</p> <ul style="list-style-type: none"> • Hosted by military personnel. • Excess alcohol was consumed. • Some personnel acted in a criminal fashion. • The actual crimes committed are not stated (minor or major). • Complaints about a "wild affair" were made. • The senior took no immediate action on the initial brief remark. • Major criminal offenses must be reported immediately to the Naval Criminal Investigative Service (NCIS). • The subordinate did not actively pursue a follow-up of the initial remark, or try to make the Senior understand what went on. • The Senior may have been looking the other way. • The Senior did not attempt to draw out additional details. 	9-12
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	13
Critical Case Evaluation Form	Review the questions with the cadets on the Critical Case Evaluation forms on pp.76 – 77.	14

Unit 6 / Lesson 2: NS4-U6L2 – The Party Case Evaluation

Pressure	<p>Review the questions:</p> <ul style="list-style-type: none"> Is there pressure from peers, subordinate, Seniors, or other sources to behave in an unethical manner? If yes, who or what is the source of the pressure? 	15
Seek the Truth	<p>Review the questions:</p> <ul style="list-style-type: none"> Does the leader validate the facts and obtain clarification? If no, what action does the leader need to take? 	16
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	17
Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	18
Organization	<p>Review the questions:</p> <ul style="list-style-type: none"> Is an ethical work environment being maintained? If no, what action does the leader need to take? 	19
Know the Rules	<p>Review the questions:</p> <ul style="list-style-type: none"> Does the leader properly enforce the rules, regulations, or policies? If no, what action does the leader need to take? 	20
Additional Points	Are there any additional points to consider?	21
Critical Case Evaluation Form	Have the cadets complete the Critical Case Evaluation forms on pp. 76-77. Answer the questions on the form.	22
Critical Case Response Form	<p>Have the cadets complete the Critical Case Evaluation Response on p. 78. Answer the question, "What would you do and why?"</p> <p>Encourage them to answer in detail to both parts of the question.</p>	23
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	24
Lesson Summary	<p>Review the lesson with the cadets.</p> <p>In this lesson you have:</p> <ul style="list-style-type: none"> Read and analyzed "The Party" case evaluation. Prepared answers to questions on the Critical Case Evaluation forms. Determined what you would do and why. 	25
Next Step	<p>Explain that in the following lesson you will:</p> <ul style="list-style-type: none"> Participate in a class discussion about "The Party" Read your answers to the questions. Explain what you would do and why. 	26

Unit 6 / Lesson 3: NS4-U6L3 – The Party Case Evaluation Response

(Lesson 3 of 3)

What Students Will Learn to Do:

In this lesson you will explain your decision making process using “The Party” case evaluation response form.

Skills and Knowledge to be Gained:

1. Explain the decisions made for ‘The Party’ Case Evaluation
2. Determine the proper response to ‘The Party’ Case Evaluation
3. Summarize communications lessons learned for ‘The Party’ Case Evaluation

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Read and Analyze	Class Participation	Case Review (A)	Video Be a Leader	Case Review (B)	CPS Question 2
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Critical Case Evaluation Form	Pressure	Pressure Answers	Seek the Truth	Seek the Truth Answers	CPS Question 3	Subordinates	Subordinates Answers
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Organization	Organization Answers	CPS Question 4	Know the Rules	Know the Rules Answers	Additional Points	Additional Points Answers	Case Evaluation Response Form
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CPS Question 5	Lesson Summary
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Key:

Textbook Content	Student Engagement and Assessment
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Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 6, Lesson 3. Place a checkmark beside the NS4-U6L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U6L3 - Key Terms and NS4-U6L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 6 / Lesson 3: NS4-U6L3 – The Party Case Evaluation Response

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Effective communications is vital to the success of an Officer and leader. In this lesson you will explain and discuss your responses to “The Party” critical case evaluation questions.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students’ level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Read and Analyze	<p>Direct cadets to follow this discussion from the unit “The Basics of Effective Communications.” pp. 68-79</p> <p>Explain that previously the cadets read and analyzed “The Party” case evaluation on p.74. They also completed Case Response forms.</p>	6
Class Participation	<p>Explain to the cadets that during this lesson, the instructor will:</p> <ul style="list-style-type: none"> • Call on individual cadets to read their response from their Case Evaluation forms. • Direct the cadets to discuss issues concerning ‘The Party’ in a group discussion. • Direct the cadets to discuss the communications lessons learned from the case study. 	7
Case Review	<p>After the cadets have read and analyzed “The Party” on p.74, review the key facts of the case study with the cadets to make sure they grasp what the case study really involves. Key facts include:</p> <ul style="list-style-type: none"> • Hosted by military personnel. • Excess alcohol was consumed. • Some personnel acted in a criminal fashion. 	8
Case Review	<p>Continue to review the key facts to include:</p> <ul style="list-style-type: none"> • The actual crimes committed are not stated (minor or major). • Complaints about a “wild affair” were made. • The Senior took no immediate action on the initial brief remark. • An example of a minor crime is illegal parking. A misdemeanor example is public intoxication. A major crime example is robbery. 	9

Unit 6 / Lesson 3: NS4-U6L3 – The Party Case Evaluation Response

Case Review	Continue to review the key facts to include: <ul style="list-style-type: none"> Major criminal offenses must be reported immediately to the Naval Criminal Investigative Service (NCIS). The Subordinate did not actively pursue a follow-up of the initial remark, or try to make the Senior understand what went on. 	10
Be a Leader Video	Show the Navy video on the importance of being a leader.	11
Case Review	Continue to review the key facts to include: <ul style="list-style-type: none"> The Senior may have been looking the other way. The Senior did not attempt to draw out additional details. 	12
CPS Question 2	Check in on Students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	13
Critical Case Evaluation Form	Selectively call on individual cadets to read their answers to questions on the Critical Case Evaluation form on pp. 76 – 77.	14
Pressure	Review the questions: <ul style="list-style-type: none"> Is there pressure from peers, subordinate, Seniors, or other sources to behave in an unethical manner? If yes, who or what is the source of the pressure? 	15
Pressure Answers	Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers. Possible answers to the questions on slide 15: If yes, who or what is the source of the pressure? might include: <ul style="list-style-type: none"> Yes – from peers not to report the incident. Yes – from senior not to be bothered with the incident. Yes – from guilty parties with possible threats 	16
Seek the Truth	Review the questions: <ul style="list-style-type: none"> Does the leader validate the facts and obtain clarification? If no, what action does the leader need to take? 	17
Seek the Truth Answers	Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers. Possible answers to the questions on slide 17: : <ul style="list-style-type: none"> No – not initially. Acts only upon further prodding by subordinate. Leader should take initiative, clarify all facts, and report incident to authorities. 	18
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19

Unit 6 / Lesson 3: NS4-U6L3 – The Party Case Evaluation Response

Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	20
Subordinates Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Possible answers to the questions on slide 20:</p> <p>If yes, what effect is caused to the subordinates? might include:</p> <ul style="list-style-type: none"> Yes – others “getting away with something” – with no punishment hurts morale. Yes – leader viewed as lax and possibly unethical. Yes – they might be afraid of getting “yelled at” for reporting bad news. Yes – they might not be able to be tactful with the senior. 	21-22
Organization	<p>Review the questions:</p> <ul style="list-style-type: none"> Is an ethical work environment being maintained? If no, what action does the leader need to take? 	23
Organization Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Possible answers to the questions on slide 23:</p> <ul style="list-style-type: none"> No – ethical violations should be handled immediately. No – individuals are getting away with unethical behavior. No – all individuals should be treated the same. 	24
Organization Answers	<p>Explain that following may also be answers to the questions on slide 23:</p> <ul style="list-style-type: none"> No – the leader makes it hard to report ethical violations. No – the leader may be looking the other way. No – whistleblowers often get in trouble. <p>Define the term “whistleblower”. A whistleblower is someone who discloses information he or she reasonably believes evidences:</p> <ul style="list-style-type: none"> A violation of any law, rule or regulation. Gross mismanagement. A gross waste of funds. An abuse of authority. A substantial and specific danger to public health. A substantial and specific danger to public safety. (Source: U. S. Office of Special Counsel, Washington, DC) 	25
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	26
Know the Rules	<p>Review the questions:</p> <ul style="list-style-type: none"> Does the leader properly enforce the rules, regulations, or policies? If no, what action does the leader need to take? 	27

Unit 6 / Lesson 3: NS4-U6L3 – The Party Case Evaluation Response

Know the Rules Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Possible answers to the questions on slide 27:</p> <ul style="list-style-type: none"> • The leader should know the rules. • The leader should properly enforce the rules. • The leader should promote communications in the chain of command. 	28
Additional Points	Are there any additional points to consider?	29
Additional Points Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers. Possible answers to the question on slide 29</p> <ul style="list-style-type: none"> • Not doing the right thing can ruin your career. • It is not always easy to the right thing. • The legal system can be very time consuming. 	30
Case Evaluation Response Form	<p>Have the cadets read their Critical Case Evaluation form on p. 78. Answer the questions:</p> <ul style="list-style-type: none"> • What would you do and why? • Are there lessons to be learned for this case study? 	31
CPS Question 5	Check in on students’ understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	32
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none"> 1. Read and analyzed “The Party” case evaluation. 2. Read your answers to questions on the Critical Case Evaluation forms. 3. Participated in a class discussion of what you would do and why. 	33

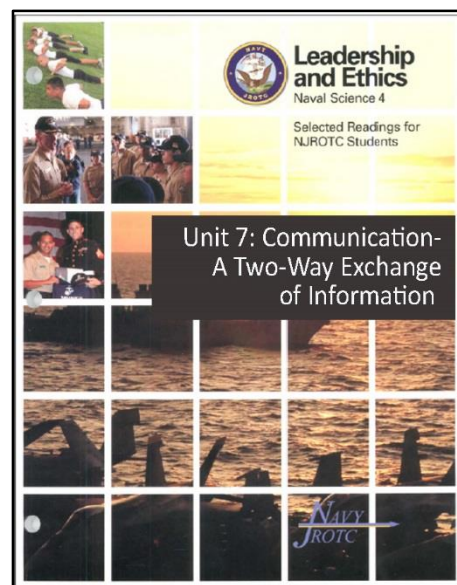
Unit 7: NS4U7 – Communication – The Two-Way Exchange of Information

What Students Will Learn to Do:

This lesson will explain the importance of two-way communications (sending and receiving).

Skills and Knowledge to be Gained:

1. Know the two-way exchange of sending and receiving information.
2. Be able to explain the characteristics of an effective two-way exchange of information.
3. Understand why the ability to receive feedback is an essential ingredient in any unit.
4. Know why an organization's leaders can enhance or degrade the communications environment by their apparent receptivity.
5. Be able to state the five criteria for being an effective listener.
6. Understand that data becomes diluted or lessened in value as it goes up the chain of command.
7. Know why observing nonverbal feedback and determining if your audience understands what you are saying is critical to being a successful leader.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective...

Unit 7: NS4U7 – Communication – The Two-Way Exchange of Information

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

(Lesson 1 of 3)

What Students Will Learn to Do:

This lesson will explain the importance of two-way communications (sending and receiving).

Skills and Knowledge to be Gained:

1. Explain the two-way exchange of sending and receiving information
2. Explain the characteristics of an effective two-way exchange of information
3. Define the following key terms: component, pontificate, subvert, syndrome, and attenuation factor
4. Explain why the ability to receive feedback is an essential ingredient in any unit
5. Explain why an organization's leaders can enhance or degrade the communications environment by their apparent receptivity
6. State the five criteria for being an effective listener
7. Explain how data becomes diluted or lessened in value as it goes up the chain of command
8. Explain why observing nonverbal feedback and determining if your audience understands what you are saying is critical to being a successful leader

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	The Communications System	Key Terms 1	ADM Larson Suggestions	Communications (ADM Larson)	CPS Question 2
Context of Communications	The Communications Climate (A)	Key Terms 2	The Communications Climate (B)	Video Verbal and Nonverbal Communications	The Communications Climate (C)	CPS Question 3	Sharing Information
Sharing Information – Golden Rule	General Rice Suggestions	The Communications Process	Understanding and Evaluating	Information Evaluation	Video Listening to Fellow Sailor	Effective Listener Criteria	CPS Question 4
Obtaining Information (ADM Burke)	ADM de Cazanove Suggestions	CPS Question 5	MCPON Sanders Suggestions	Lesson Summary			

Key:

Textbook Content	Student Engagement and Assessment
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Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 7, Lesson 1. Place a checkmark beside the NS4-U7L1 PowerPoint presentation, and these two CPS question deck files:
NS4-U7L1 - Key Terms and NS4-U7L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons. Effective communications is vital to the success of an officer and leader. In this lesson you will learn the importance of two-way communications (sending and receiving). This unit ends with an evaluation of a case based on a real-world communications scenario.	1-6
Warm Up CPS Question 1	Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions. Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.	7
Introduction	Direct cadets to follow this discussion from the unit "Communication: A Two-Way Exchange of Information." pp. 80-91 Explain that by definition, communication can take place only if there is a two-way exchange of information. This implies the existence of a system in which senders and receivers are able to exchange roles. A good leader must be a good listener, and he or she can be, simply by applying the principle of do unto others as you would have others do unto you. Sending and receiving functions are not used equally by all parts of the system.	8
The Communications System	Explain that the amount of time spent in sending or receiving is a function of the purpose of the level in the chain of command that is being served by the communications system. If any component of the communications system is unable or unwilling to transmit, communication will not occur. Conversely, if any component is unable or unwilling to receive, communication with that component becomes impossible.	9
Key Terms 1	Component - A part of a greater whole. Pontificate – To speak or behave with pompous authority. Subvert – To undermine the character, morale, or allegiance of a target group.	10

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

ADM Larson Suggestions	<p>Explain that ADM Charles R. Larson is a retired four-star Admiral of the United States Navy. ADM Larson twice served as Superintendent of the U.S. Naval Academy in Annapolis, Maryland. He also served as Commander in Chief, United States Pacific Command (CINCPAC). ADM Larson was the first Naval officer selected as a White House Fellow. He has also served as Commanding Officer of the nuclear attack submarine USS Halibut and Commander, Submarine Development Group ONE in San Diego, California.</p> <p>Explain that ADM Larson suggests that, “The first thing is to understand your audience. You have to understand their knowledge base and their interests and you have to talk right to them. Communicate with them honestly, openly, frankly, as if you were just talking to them one on one. Don't pontificate, don't strategize, don't talk in the lofty clouds.”</p>	11
Communications (ADM Larson)	<p>Explain that ADM Larson suggests speaking to the audience in a way that builds their knowledge base and involves them in what you're trying to do. Have a common frame of reference, have common interests.</p> <p>“But I think the important thing, I guess the bottom line, is just honest communication, as if you were talking to a friend or a contemporary, and talk to them, not down to them.”</p>	12
CPS Question 2	Check in on student's understanding of information covered so far by engaging Lesson Question 2, with follow-up discussion as appropriate.	13
Context of Communications	Explain that "communications" is usually discussed in the context of communication between individuals: one-on-one, one-on-several, or one-on-many. Different techniques or approaches are effective in each of these three situations. For example, although a one-on-one private meeting and a one-on-many public oration both employ oral communication, complex ideas and problems are best discussed in detail in small groups. The spoken word becomes less useful, in a classic communications sense, as groups grow larger, such as when a general announcing system is used to address an entire organization. In this instance, communication exists only in a special sense, and only in one direction, because the receivers are not permitted to become senders except after the fact.	14
The Communications Climate	Explain that the Midshipman or Young Officer who understands the factors affecting the communications environment has an advantage over those who do not understand them. It is important for an Officer to recognize and compensate for the fact that the chain of command in many instances impedes the flow of communications. Giving orders, sending directives, and establishing policy are easy (often too easy). The inexperienced Officer in the command structure can get trapped by assuming that communication is occurring because someone in the upper echelons of the organization hierarchy is transmitting frequently. Put another way, those in command are almost always the last to realize that the organization's communications needs are not being served well because the system lacks a well-exercised bottom-to-top communications capability. The ability to receive feedback is an essential ingredient in any unit or control system. The attentiveness in conversation is an indication of how well a speaker is getting ideas across. Organizations in which certain elements are always senders and other elements always receivers have allowed their communications system to become subverted.	15

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

Key Terms 2	Syndrome - A group of signs or symptoms that collectively indicate some abnormal condition. Attenuation factor – The ratio by which something is diluted or lessened in value, amount, or intensity.	16
The Communications Climate	Explain that syndromes indicate lack of balance between the sender and receiver. Explain that variations on the "I know it all, I don't have to (and won't) listen" and the "You are too low in the organization to understand the problem, you don't know what you're talking about" syndromes abound in almost all organizations. Explain that where the balance is struck between sending and receiving will govern the effectiveness of the organization's communications. The organization's leaders can enhance or degrade the communications environment by their apparent receptivity, by their response to legitimate stimuli, and by the climate of mutual trust and respect they help—or fail to help—develop.	17
Video on Verbal and Nonverbal Communications	Show video on verbal and nonverbal communications	18
The Communications Climate	Explain that left to their own devices, bureaucracies tend to control and stifle rather than enhance or facilitate communications. <ul style="list-style-type: none">• "No, you can't talk to the division officer" or• "The XO is too busy" (heard all too frequently) Explain that turnoffs such as these convey the message that the command is not interested in what is happening on the other end of the totem pole. Positive communications "climate" can be turned off easily, while a negative climate is very difficult to turn around.	19
CPS Question 3	Check in on student's understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	20
Sharing Information	Explain that "The chain of command concept provides a discipline that regularizes communications (typically reports, recurring meetings, and briefings), but it also can isolate upper echelons from important information sources. Unregulated or unrecognized bureaucratic filtering deprives leadership of information that is frequently valuable, and the organization must remain sensitive to this possibility."	21
Sharing Information – Golden Rule	Explain that knowledge is power, and while knowledge can be acquired from a variety of sources, that which is most valuable (and vital to the leader in an operating environment) is usually found among the subordinates in the organization. What kind of environment causes a person to want to tell the supervisor what is happening? What is it that makes that person want to share information and knowledge (and thereby power) with seniors? Not surprisingly, the Golden Rule operates in the internal communications world, too. What motivates an officer to keep the boss informed will also motivate subordinates to keep the officer informed. This motivation is provided by the knowledge or belief that seniors are interested in learning, that they will appreciate what the subordinate has to offer, and that they will act appropriately on the information passed to them.	22
General Rice Suggestions	Explain that Major General Wesley H. Rice suggests, "...to make sure that he is in fact receiving the intended message, a listener should, first of all, listen very carefully. And in order to make sure that people will listen carefully, a speaker must have something to say. Someone who holds meetings for the sake of holding meetings or hearing himself talk will find that people will not listen; they will come and they will take notes,	23

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

	but they will not really listen, because they will be thinking of other things. An officer must use his judgment to determine whether it is better to ask a question during a briefing, in front of the group, or to wait and ask the question privately, after the briefing. It depends on the individual who is giving the briefing and on the circumstances.”	
The Communications Process	Explain that every organizational level must be able to start the communications process, and while transmitting is usually the first step, receiving and listening to feedback is the second and more important step. The person who cuts off the head of the messenger bringing bad news will also miss out on a lot of "good" bad news. On the other hand, if the organization can see that the command puts feedback to good use, information sources flourish.	24
Understanding and Evaluating	Explain that listening is not a trivial task. It requires sensitivity, intelligence, understanding, and common sense. Aside from being sensitive, the listener must also be an astute judge who is able to evaluate the information received.	25
Information Evaluation	Explain that a listener must either know the source of the information or have great faith in the reporter. It is essential to know the reporter's biases and special interests and how well the reporter evaluates the information acquired.	26
Information Evaluation	Explain that the leader must know if the reporter is reporting facts acquired firsthand or is reporting "processed" data. If the latter, the leader must determine the attenuation factor. Does each successive layer in the chain put an increasingly benign face on bad news? Sometimes by the time the "problem" gets to a level in which people are capable of providing a solution, it does not seem to be a problem at all. This is a major source of frustration to subordinates who see and report real problems and have to live with these real problems on a daily basis.	27
Listening to Fellow Sailor Video	Show the “Listening to Fellow Sailor” video. This Navy video informs about the need to listen to your fellow sailor during times of stress and the need to be an active participant in helping your fellow sailor maintain proper mental health by listening to their concerns.	28
Effective Listener Criteria	Explain that Harold J. O'Brien and Harold P. Zelko, professors of speech and communications, offer the five criteria for being an effective listener: <ol style="list-style-type: none"> 1. Attune yourself to the sender. An attitude of waiting to be sold or convinced may keep you in the dark. You must have a positive attitude of wanting to learn or understand. 2. Try to receive, no matter how poorly a message may be sent. Although a poorly organized talk, a rambling speech, a disjointed conversation, make listening difficult, try to understand. 	29
Effective Listener Criteria	Explain that the third and fourth criteria for being an effective listener are: <ol style="list-style-type: none"> 3. Evaluate and analyze as you receive. People normally send what they want you to hear or they believe you want to hear. 4. Receive objectively. People tend to select senders who offer compliments or make life pleasant. This discourages the sender who has valuable though unpleasant information. Try to see the message from the sender's point of view. 	30
Effective Listener Criteria	Explain that the fifth criteria for being an effective listener is: <ol style="list-style-type: none"> 5. Take appropriate action on what you receive. Receiving implies action. 	31

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

CPS Question 4	Check in on student's understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	32
Obtaining Information (ADM Burke)	<p>Explain that ADM Burke obtained information by the following:</p> <p>"...a subordinate generally will not volunteer very much unless he believes his opinion is wanted. I did a lot of little things to obtain information from my people. For one thing, I had a Navy dinner, a mess dinner, every two weeks. I'd have some junior people, and the people who were connected with surface-to-air missiles, for example, and, if I could get them, one or two people who were opposed to surface-to-air missiles. I started off the dinner with drinks all the way round, and I went back to the old, old customs where the junior man speaks first. So the junior lieutenant would get up and he would make a proclamation of what he thought ought to be done, and he told this before anyone else said anything. No one would ever criticize him or any of the other subordinates directly. They would just talk about the subject. It was remarkable how well this always happened. The seniors leaned over backward to make sure they didn't cut the junior down just because they thought he was wrong.</p> <p>Another thing ADM Burke did was:</p> <p>"...sometimes when I put out an order, I got a flock of junior people, senior people, all the way up and down the line, and I said, "Let me know what happens, what is really done on this thing." So when I put out an order, I checked, maybe a couple of weeks later, as to what was happening here. I called lieutenants in, commanders in: "What about this work that's being done?" When my orders were not followed, it usually was not deliberate. The order was modified a little bit, or they interpreted it a little, or it just wasn't that important. In other words, things didn't happen the way you thought they were going to happen. I never did anything, I never took corrective action, except through the chain of command, but the information I got every way I could get it. I got information from wives, from secretaries, but I never used it except to check the thing officially.</p>	33
Obtaining Information (ADM Burke)	<p>Explain that a third thing ADM Burke did to obtain information was:</p> <p>"... Every night when I was in destroyers, I drove my own car. No one in those days had quarters afloat, you lived on the economy. So on the way home I would pick up officers or blue jackets or whoever on the dock and talk to them on the way home. I kept a notebook in my pocket, and I always asked them certain questions. What ship are you on? How is she? And what's she doing? Everything about her. I caught the name of each man, the ship and the captain's name, and maybe one line. Well, after two or three months I got a pretty good line on my ships, on the gripes. They wouldn't always tell me the truth, though they would sometimes, but I could get an awful lot of truth even when they weren't telling me all the truth. No one would ever say "My captain's a louse" or anything like that, but I'd get a half-damn praise.</p> <p>"I got a lot of dope about captains, so much so that when I was called out to be CNO, I had that book in my pocket, and they said, "You've got to have a flag lieutenant." I said, "I've got one, a junior lieutenant." They said, "You've got to have a commander." I said, "This boy's a good boy." They said, "No, he can't handle it, you've got to have</p>	34

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

	<p>more experience than this youngster has." Well, I looked in my book to find out what captain of what ship was best-I had these things by ship-and I went down and found a man, whom I did not know. I'd never seen him, but he had the best reputation from my own book."</p>	
ADM de Cazanove Suggestions	<p>Explain that ADM de Cazanove suggests:</p> <p>"...it is best if the officer can lead others to draw for themselves the conclusion that is his. The principal way this can be achieved is by ensuring that your people know your thinking and approaches to problem solution. The perfect command is not to give any command, because if your people know exactly what you are going to give as a command, they will take the necessary action without further directives having to be given. Sometimes I used to be asked to ask the admiral what he would say, and I would reply that there was no need to ask him that, and when asked why, I replied that I knew perfectly well what he would say, so why ask him? There is no need to ask the boss whether he wants the job done in the way that will give the best results, for that is obviously what he will want. In wartime this is particularly important, and officers must know both the desires and reasons therefore of their senior, as well as what action should be taken to gain the senior's objectives. You do this because you love your country and your boss. When you have the privilege of feeling this way about your boss, it is extraordinary, for you obey not only because he is your boss but also because you "like" him very much-you respect him, and know that you are being well led. Especially in action this is a great benefit and gives all a great feeling, but even if you do not feel this way about your boss, you will do what he wants because you are disciplined."</p>	35
CPS Question 5	<p>Check in on student's understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.</p>	36
MCPON Sanders Suggestions	<p>Discuss MCPON Sanders suggestions:</p> <p>To be a successful officer you must work at being a good listener.</p> <p>As a leader, you should not only listen to your crew but, while giving them your message, see the nonverbal feedback that you are getting and determine whether they are listening and understand what you are saying.</p> <p>When they speak to you, direct your attention to them, for if you don't, they will automatically cut you off.</p> <p>Unless you are ready to listen, you will have fewer people coming to you, and speaking to you only when they have to. Be a good listener; take notes, mental notes at least.</p>	37
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none"> 1. The two-way exchange of sending and receiving information. 2. The characteristics of an effective two-way exchange of information. 3. The following key terms: component, pontificate, subvert, syndrome, and attenuation factor. 4. Why the ability to receive feedback is an essential ingredient in any unit. 	38-40

Unit 7 / Lesson 1: NS4-U7L1 – Communication A Two-Way Exchange of Info

	<ol style="list-style-type: none">5. Why an organization's leaders can enhance or degrade the communications environment by their apparent receptivity.6. The five criteria for being an effective listener.7. How data becomes diluted or lessened in value as it goes up the chain of command.8. Why observing nonverbal feedback and determining if your audience understands what you are saying is critical to being a successful leader.	
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Unit 7 / Lesson 2: NS4-U7L2 – Communication Case Evaluation

(Lesson 2 of 3)

What Students Will Learn to Do:

In this lesson you will evaluate the communication case evaluation.

Skills and Knowledge to be Gained:

1. Read the communication case evaluation
2. Analyze the communication case evaluation
3. Complete the communication case evaluation response forms

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	Video Teamwork & Communications	Lesson Assignment	Read and Analyze	Communication Case Study	CPS Question 2
Critical Case Evaluation Form	Video Ethics	Critical Case Evaluation Form	Pressure	Seek The Truth	CPS Question 3	Subordinates	Organization
Know the Rules	Additional points	Critical Case Evaluation Form	CPS Question 4	Lesson Summary	Next step		

Key:

Textbook Content	Student Engagement and Assessment
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Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 7, Lesson 2. Place a checkmark beside the NS4-U7L2 PowerPoint presentation, and these two CPS question deck files: NS4-U7L2 - Key Terms and NS4-U7L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 7 / Lesson 2: NS4-U7L2 – Communication Case Evaluation

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Effective communications is vital to the success of an Officer and leader. In this lesson you will read and analyze the Communication Critical Case Evaluation, decide what you would do, and record your response on the Case Evaluation response form.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Introduction	<p>Explain that:</p> <ul style="list-style-type: none"> • Communication should be automatic. • Teamwork is critical for military success. • The CO is responsible for correcting problems with communications. <p>Explain that in this case study you will be evaluating the need for effective two-way communications. Both the sender and receiver must take responsibility for effective communications.</p>	6
Teamwork & Communications Video	Show the Navy video depicting the need for teamwork and communications during a military exercise. This video is a good example of the vital importance of effective two-way communications and teamwork in a military environment.	7
Lesson Assignment	Read and analyze the Critical Case Evaluation. Decide what you would do. Record your response on the Case Evaluation response form.	8
Read and Analyze	Have the cadets take 20 minutes to read and analyze "Thinking Ethically: Communication" case evaluation on p. 87. Explain that the cadets should take notes on key facts and ask questions if necessary.	9
Communication Case Study	<p>After the cadets have read and analyzed "Thinking Ethically: Communication" case study on p.87, review the key facts of the case study with the cadets to make sure they grasp what the case study really involves. Key facts include:</p> <ul style="list-style-type: none"> • Strong lack of communication between the O-3 and E-8. • Subordinates could not use the chain of command. • The O-3 did nothing to fix it – only made matters worse. 	10
Communication Case Study	<p>Continue to review the key facts to include:</p> <ul style="list-style-type: none"> • The lack of O-3 and E-8 communication resulted in routine fiascos. • This training command unit lacked leadership by example. • The O-3 and E-8 had feelings that can be described as "hatred." 	11

Unit 7 / Lesson 2: NS4-U7L2 – Communication Case Evaluation

	<ul style="list-style-type: none"> A fiasco is defined as “a complete failure.” 	
Communication Case Study	Continue to review the key facts to include: <ul style="list-style-type: none"> The CO knows what is going on. The CO needs to take steps to fix the problem – now! 	12
CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	13
Critical Case Evaluation Form	Review the questions with the cadets on the Critical Case Evaluation forms on pp.88 – 89.	14
Pressure	Review the questions: <ul style="list-style-type: none"> Is there pressure from peers, subordinate, Seniors, or other sources to behave in an unethical manner? If yes, who or what is the source of the pressure? 	15
Seek the Truth	Review the questions: <ul style="list-style-type: none"> Does the leader validate the facts and obtain clarification? If no, what action does the leader need to take? 	16
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	17
Subordinates	Review the questions: <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	18
Organization	Review the questions: <ul style="list-style-type: none"> Is an ethical work environment being maintained? If no, what action does the leader need to take? 	19
Know the Rules	Review the questions: <ul style="list-style-type: none"> Does the leader properly enforce the rules, regulations, or policies? If no, what action does the leader need to take? 	20
Additional Points	Are there any additional points to consider?	21
Critical Case Evaluation Form	Have the cadets complete the Critical Case Evaluation forms on pp. 88-89. Answer the questions on the form.	22
Critical Case Evaluation Form	Have the cadets complete the Critical Case Evaluation Response on p. 90. Answer the question, “What would you do and why?” Encourage them to answer in detail.	23
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	24

Unit 7 / Lesson 2: NS4-U7L2 – Communication Case Evaluation

Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none">1. Read and analyzed Thinking Ethically: Communication Case Evaluation.2. Prepared answers to questions on the Communication Case Evaluation forms.3. Determined what you would do and why.	25
Next Step	<p>Explain that in the following lesson you will:</p> <ul style="list-style-type: none">• Participate in a class discussion about the case study “Thinking Ethically: Communication.”• Read your answers to the questions.• Explain what you would do and why.	26

Unit 7 / Lesson 3: NS4-U7L3 – Communication Case Evaluation Response

(Lesson 3 of 3)

What Students Will Learn to Do:

In this lesson you will explain your decision-making process using the Communication Case Evaluation Response Form.

Skills and Knowledge to be Gained:

1. Explain the decisions made for the Communication Case Evaluation
2. Determine the proper response to the Communication Case Evaluation
3. Summarize communications lessons learned for the Communication Case Evaluation

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Read and Analyze	Class Participation	Case Review	Video Communications Keeps Information Flowing	CPS Question 2	Critical Case Evaluation Form
Pressure	Pressure Answers	Seek the Truth	Seek the Truth Answers	CPS Question 3	Subordinates	Subordinates Answers	Organization
Organization Answers	CPS Question 4	Know the Rules	Know the Rules Answers	Additional Points	Additional Points Answers	Case Evaluation Response Form	CPS Question 5
What Actually Happened?	Lesson Summary						

Key:

Textbook Content	Student Engagement and Assessment
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Unit 7 / Lesson 3: NS4-U7L3 – Communication Case Evaluation Response

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 7, Lesson 3. Place a checkmark beside the NS4-U7L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U7L3 - Key Terms and NS4-U7L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons. Effective communications is vital to the success of an Officer and leader. In this lesson you will explain and discuss your responses to the Communication Case Evaluation questions.	1-4
Warm Up CPS Question 1	Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions. Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.	5
Read and Analyze	Direct cadets to follow this discussion from the unit "Communication: A Two-Way Exchange of Information," pp. 80-91. Explain that previously the cadets read and analyzed the Communication Case Evaluation on p. 87. They also completed Case Evaluation Response forms.	6
Class Participation	Explain to the cadets that during this lesson, the instructor will: <ul style="list-style-type: none">• Call on individual cadets to read their response from their Case Evaluation forms.• Direct the cadets to discuss issues concerning the Communication Case Evaluation in a group discussion.• Direct the cadets to discuss the communications lessons learned from the case study.	7
Case Review	Review the key facts of the case study on p. 87 with the cadets to make sure they grasp what the case study really involves. Key facts include: <ul style="list-style-type: none">• There was a strong lack of communication between the O-3 and E-8.• Subordinates could not use the chain of command.• The O-3 did nothing to fix the problem. The O-3 only made matters worse.	8

Unit 7 / Lesson 3: NS4-U7L3 – Communication Case Evaluation Response

Case Review	<p>Continue to review the key facts to include:</p> <ul style="list-style-type: none"> • The lack of O-3 and E-8 communication resulted in routine fiascos. • This training command unit lacked leadership by example. • The O-3 and E-8 had feelings that can be described as “hatred.” • A fiasco is defined as “a complete failure.” 	9
Case Review	<p>Continue to review the key facts to include:</p> <ul style="list-style-type: none"> • You are the CO and know what is going on. • You need to take steps to fix the problem – now! 	10
Video Communications Keeps Information Flowing	Show video on how communications keeps information flowing.	11
CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
Critical Case Evaluation Form	Selectively call on individual cadets to read their answers to questions on the Critical Case Evaluation form on pp. 88 – 89.	13
Pressure	<p>Review the questions:</p> <ul style="list-style-type: none"> • Is there pressure from peers, subordinate, seniors, or other sources to behave in an unethical manner? • If yes, who or what is the source of the pressure? 	14
Pressure Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 14</p> <ul style="list-style-type: none"> • Yes – from subordinates to make the chain of command function properly. • Yes – from everyone for teamwork to prevent fiascos. • Yes – from the CO to correct the communications problem. 	15-16
Seek the Truth	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader validate the facts and obtain clarification? • If no, what action does the leader need to take? 	17
Seek the Truth Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 17:</p> <ul style="list-style-type: none"> • No – not initially. Considers acting only when situation gets out of control. • O-3 and E-8 show no leadership example to “work out” the problem. 	18
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19

Unit 7 / Lesson 3: NS4-U7L3 – Communication Case Evaluation Response

Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	20
Subordinates Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 20:</p> <ul style="list-style-type: none"> Yes – chain of command not working properly. Yes – absence of “leadership by example.” Yes – poor morale because of ongoing conflict. Yes – subordinates unable to properly do their job. Yes – subordinates reluctant to take sides and get involved. 	21-22
Organization	<p>Review the questions:</p> <ul style="list-style-type: none"> Is an ethical work environment being maintained? If no, what action does the leader need to take? 	23
Organization Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 24:</p> <ul style="list-style-type: none"> No – work avoidance with certain individuals causes problems. No – chain of command is not functioning No – other issues probably being handled improperly. No – standards of proper conduct are not being maintained. No – toleration of a bad environment is setting a poor example. 	24-25
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	26
Know the Rules	<p>Review the questions:</p> <ul style="list-style-type: none"> Does the leader properly enforce the rules, regulations, or policies? If no, what action does the leader need to take? 	27
Know the Rules Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 27:</p> <ul style="list-style-type: none"> The CO, O-3 and E-8 should know the rules. The CO should properly enforce the rules. The CO should promote communications in the chain of command. 	28
Additional Points	Are there any additional points to consider?	29

Unit 7 / Lesson 3: NS4-U7L3 – Communication Case Evaluation Response

Additional Points Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the question on slide 29:</p> <ul style="list-style-type: none"> • The O-3 and E-8 did not know how to resolve their differences. • The CO should have stepped in to counsel the O-3 and E-8. • Reassignment of either the O-3 or E-8 would be a possibility. 	30
Case Evaluation Response Form	<p>Have the cadets read their Critical Case Evaluation form on p. 90. Answer the questions:</p> <ul style="list-style-type: none"> • What would you do and why? • Are there lessons to be learned for this case study? 	31
CPS Question 5	<p>Check in on students’ understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.</p>	32
What Actually Happened?	<p>The CO:</p> <ul style="list-style-type: none"> • Did nothing - no intervention whatsoever. • Was responsible for the poor performance of his unit due to a lack of teamwork. • Did not promote better communication through O-3/E-8 counseling. 	33
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none"> 1. Read and analyzed the Communication Case Evaluation. 2. Read your answers to questions on the Critical Case Evaluation forms. 3. Participated in a class discussion of what you would do and why. 	34

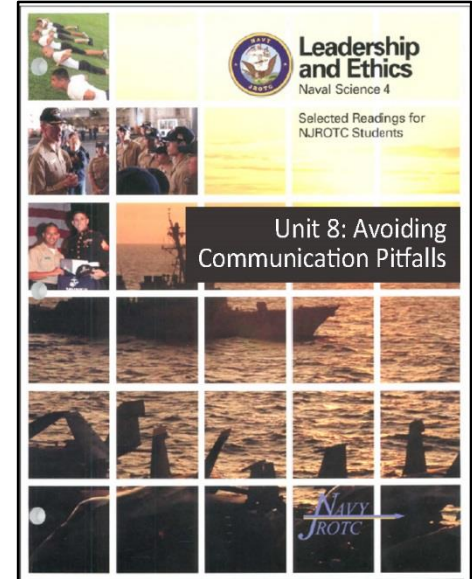
Unit 8: NS4U8 – Avoiding Communication Pitfalls

What Students Will Learn to Do:

This lesson will introduce typical communication pitfalls and explain the need for leaders to issue clear, concise, and unambiguous orders.

Skills and Knowledge to be Gained:

1. Know the importance of issuing clear, concise, and unambiguous orders.
2. Be able to explain typical pitfalls or limitations often encountered when issuing orders.
3. Understand why establishing rapport with subordinates is important for a leader.
4. Explain why it is important for a leader to criticize in private and to finish the meeting on a positive note.
5. Know why it is important for a leader to respect someone who is honest and sincere.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.10. Write routinely over extended time frames shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...
- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective...

Unit 8: NS4U8 – Avoiding Communication Pitfalls

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 8 / Lesson 1: NS4-U8L1 – Avoiding Communication Pitfalls

(Lesson 1 of 3)

What Students Will Learn to Do:

This lesson will introduce typical communication pitfalls and explain the need for leaders to issue clear, concise, and unambiguous orders

Skills and Knowledge to be Gained:

1. Explain the importance of issuing clear, concise, and unambiguous orders.
2. Define the following key terms: straightforward and unambiguous.
3. Explain typical pitfalls or limitations often encountered when issuing orders.
4. Explain why establishing rapport with subordinates is important for a leader.
5. Explain why it is important for a leader to criticize in private and to finish the meeting on a positive note.
6. Explain why it is important for a leader to respect someone who is honest and sincere.

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Introduction	Key Terms	ADM Holloway On Orders	Orders	CPS Question 2	Provide Overview
Organization	The Chain Of Command	Video Captain's Orders	Leadership And Egos	CPS Question 3	Expectations	Use Notebooks	Establish Rapport
Criticism	Treatment Of Subordinates	CPS Question 4	Lesson Summary				

Key:

Textbook Content	Student Engagement and Assessment
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Unit 8 / Lesson 1: NS4-U8L1 – Avoiding Communication Pitfalls

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 8, Lesson 1. Place a checkmark beside the NS4-U8L1 PowerPoint presentation, and these two CPS question deck files: NS4-U8L1 - Key Terms and NS4-U8L1 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Effective communications is vital to the success of an Officer and leader. In this lesson you will learn the importance of two-way communications (sending and receiving). This unit ends with an evaluation of a case based on a real-world communications scenario.</p>	1-5
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	6
Introduction	Orders are absolutely necessary; they tell individuals how to act in their formal positions. When giving an order to subordinates, the leader must use a straightforward approach and the simplest of terms to convey what he or she wants them to accomplish.	7
Key Terms	<ul style="list-style-type: none"> • Straightforward – Honest, frank, candid. • Unambiguous – Not lacking in clarity; having only one meaning. 	8
Orders	Orders should leave no room for interpretation and should contain no words with a hidden or "double" meaning. Too often the word should is used in orders when the officer really means must or will. Before issuing an order, an Officer must always consider whether or not the order is explicit.	9
ADM Holloway on Orders	<p>Explain that ADM Holloway suggests that:</p> <p>"...orders are most likely to be misunderstood either when the senior who drafts them does not take the time or care to make them clear, concise, and unambiguous, or when a subordinate is unable, for some reason, to understand what he is being told. Very often an order is unclear because an Officer relies on his aide or assistant to</p>	10

Unit 8 / Lesson 1: NS4-U8L1 – Avoiding Communication Pitfalls

	convey his wishes. The Officer who writes his own orders can be sure they are worded so they can be understood. An Officer should instruct his staff to check with him if an order is unclear, because sometimes assistants are reluctant to disturb their boss for that purpose. On the receiving end, subordinates sometimes have difficulty understanding the intentions of their leaders, so Officers must eliminate ambiguity from their messages, both written and oral."	
Orders	Explain that if an explanation or background information is necessary for the proper execution of an order, and time permits, the officer should provide this information prior to issuing the order. Then he or she should issue the order as a checklist. Sea stories or superfluous materials are not required, and they will only create diversions and confusion for the crew or the troops. An order should not be entwined with an explanation or overview.	11
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
Provide Overview	Explain that people work better when they understand the purpose of their efforts, so a leader can often achieve better results by providing subordinates with an overview. Giving subordinates sufficient background material will make them feel that they are involved and are taking an active part in the exercise or work effort. Subordinates who understand the reasons for an assignment are also better able to exercise their judgment and make adjustments as the situation changes or as problems arise. Officers who keep everything to themselves and practice the "mushroom" theory with subordinates only create problems. A leader cannot keep people in the dark and expect them to function effectively and to their full potential or to feel that they are a part of the "team."	13
Organization	Explain that leaders must know what they are going to say. Unorganized thoughts result in an unorganized effort, so the leader should consider whether the ideas are clear and concise and, if there is time, should bounce them off a roommate or colleague before expressing them to subordinates.	14
The Chain of Command	Explain that from the top on down, orders are sometimes given without thought to priority of accomplishment, redundancy, or consistency. Feedback and rapport up and down the entire chain of command are required if orders of this nature are to be avoided. Following the chain of command may act to slow down transmission. Despite the dangers of such a delay, important communications should nevertheless pass through every level of the chain of command, from top to bottom. Subordinates in the chain must continually discuss problems and priorities among themselves and with their commanding officer.	15-16
Video on Captain's Orders	Show video on Captain's orders.	17
Routine Orders	Explain that before issuing routine orders, a leader should discuss priorities with others. He or she must keep in mind that the desires of the Commanding Officer receive top priority, even though the Commanding Officer may not have made the task a top-priority item. Rapport among people will preclude their issuing conflicting orders and will permit an effective and coordinated effort.	18
Leadership and Egos	Explain that leaders must not take the drive out of subordinates by chipping away at their egos. A leader has to avoid threatening the status or ego of a subordinate at all costs, and he or she must recognize a situation where this is likely to happen before getting into the middle of it.	19

Unit 8 / Lesson 1: NS4-U8L1 – Avoiding Communication Pitfalls

CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	20
Expectations	Explain that giving false expectations, such as early liberty, a day off, or basket leave, for the accomplishment of a task that cannot be accomplished within the time frame or is beyond the subordinates' capabilities is damaging to the morale and cohesiveness of the unit. Goals have to be attainable, and a consistent policy, such as permitting the Chief Petty Officer or staff noncommissioned officer to control leave or early liberty based on job accomplishment, promotes high morale within the division or unit. Work that has been done correctly and in a timely manner can always be rewarded with special privileges. This tends to keep the unit in a high state of readiness.	21
Use Notebooks	Explain that to avoid having orders distorted as they pass through the chain of command, a leader should make sure the leading petty officers or noncommissioned Officers use wheel books or notebooks at quarters. After quarters, the leader can observe and listen to the LPO/NCO putting out the same information the leader just provided. If there is a distortion or other problem, the leader should call the LPO/NCO aside and settle the matter as soon as possible. Many administrative failures can be traced to seemingly discretionary orders to which absolutely strict compliance was expected.	22
Establish Rapport	Explain that a leader must establish a rapport with subordinates that permits them to ask questions without fear of receiving a sarcastic reply or a foul look. The leader must provide the LPO/NCO the opportunity to ask questions, either during a meeting or afterward in private.	23
Criticism	Explain that if the leader must criticize or correct someone, it should be done in private, and the leader should always finish up the meeting by reminding the individual of some of his or her good points and recent accomplishments.	24
Treatment of Subordinates	Explain that leaders have to treat subordinates as competent individuals until they prove otherwise. Additionally, leaders must respect someone who is honest and sincere. Everyone wants to do well and to please the senior, and the senior should keep that in mind and treat subordinates as he or she would like to be treated.	25
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	26
Lesson Summary	<p>In this lesson, you have learned:</p> <ul style="list-style-type: none"> • The importance of issuing clear, concise, and unambiguous orders. • The definition of the key terms straightforward and unambiguous. • The typical pitfalls or limitations often encountered when issuing orders. • Why establishing rapport with subordinates is important for a leader. • Why it is important for a leader to criticize in private and to finish the meeting on a positive note. • Why it is important for a leader to respect someone who is honest and sincere. 	27

Unit 8 / Lesson 1: NS4-U8L1 – Avoiding Communication Pitfalls

Unit 8 / Lesson 2: NS4-U8L2 – Inflated Readiness Levels Case Evaluation

(Lesson 2 of 3)

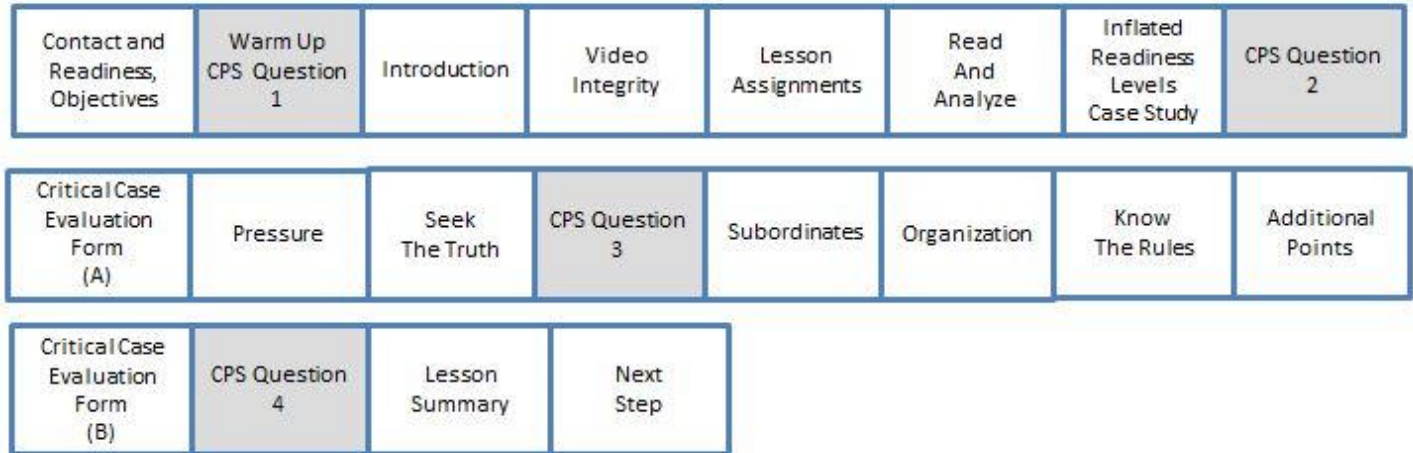
What Students Will Learn to Do:

In this lesson you will evaluate the inflated readiness levels case evaluation.

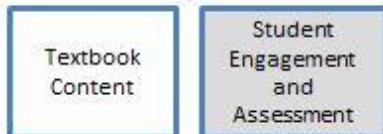
Skills and Knowledge to be Gained:

1. Read the Inflated Readiness Levels case evaluation.
2. Analyze the Inflated Readiness Levels case evaluation.
3. Complete the Inflated Readiness Levels case evaluation response forms.

LESSON FLOW OUTLINE



Key:



Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 8, Lesson 2. Place a checkmark beside the NS4-U8L2 PowerPoint presentation, and these two CPS question deck files:
NS4-U8L2 - Key Terms and NS4-U8L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 8 / Lesson 2: NS4-U8L2 – Inflated Readiness Levels Case Evaluation

II. Instructional Flow:

Flow Item	Textbook Content / Student Engagement and Assessment	Slides
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Effective communications is vital to the success of an officer and leader. In this lesson you will read and analyze the Inflated Readiness Levels critical case evaluation, decide what you would do, and record your response on the Case Evaluation response form.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Introduction	<p>Explain that integrity should be:</p> <ul style="list-style-type: none"> • The foundation of your core values. • An integral part of your activities 24 hours a day. • Practiced regardless of pressure from seniors, peers, and subordinates. <p>In this case study you will be evaluating the requirement for integrity during daily flight operations. There is significant pressure to avoid doing the right thing from seniors and peers.</p>	6
Video on Integrity	Show video on integrity.	7
Lesson Assignment	Read and analyze the Critical Case Evaluation. Decide what you would do. Record your response on the Case Evaluation response form.	8
Read and Analyze	Have the cadets take 20 minutes to read and analyze "Thinking Ethically: Inflated Readiness Levels" case evaluation on p. 95. Explain that the cadets should take notes on key facts and ask questions if necessary.	9
Inflated Readiness Levels Case Study	<p>After the cadets have read and analyzed "Thinking Ethically: Inflated Readiness Levels" case study on p.95, review the key facts of the case study with the cadets to make sure they grasp what the case study really involves. Key facts include:</p> <ul style="list-style-type: none"> • The O-3 was newly assigned to the squadron. • The O-3 knew the requirements for training proficiency. • Senior officers were inflating individual aircrew readiness levels. • Individual aircrews suffered from lack of adequate training. • The squadron's performance levels were poor. • The ethical climate was wholesale acceptance - "that's the way it is." • Senior and intermediate-level personnel accepted the lack of readiness through improper recording of events. • Junior officers succumbed to the Senior's influence. 	10-12

Unit 8 / Lesson 2: NS4-U8L2 – Inflated Readiness Levels Case Evaluation

CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	13
Critical Case Evaluation Form	Review the questions with the cadets on the Critical Case Evaluation forms on pp. 96 – 97.	14
Pressure	Review the questions: <ul style="list-style-type: none"> • Is there pressure from peers, subordinate, seniors, or other sources to behave in an unethical manner? • If yes, who or what is the source of the pressure? 	15
Seek the Truth	Review the questions: <ul style="list-style-type: none"> • Does the leader validate the facts and obtain clarification? • If no, what action does the leader need to take? 	16
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	17
Subordinates	Review the questions: <ul style="list-style-type: none"> • Do the factors in the case affect subordinates and their perception of the leader? • If yes, what effect is caused to the subordinates? 	18
Organization	Review the questions: <ul style="list-style-type: none"> • Is an ethical work environment being maintained? • If no, what action does the leader need to take? 	19
Know the Rules	Review the questions: <ul style="list-style-type: none"> • Does the leader properly enforce the rules, regulations, or policies? • If no, what action does the leader need to take? 	20
Additional Points	Are there any additional points to consider?	21
Critical Case Evaluation Form	Have the cadets complete the Critical Case Evaluation forms on pp. 96-97. Answer the questions on the form.	22
Case Evaluation Response Form	Have the cadets complete the Critical Case Evaluation Response on p. 98. Answer the question “What would you do and why?” Encourage them to answer in detail.	23
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	24

Unit 8 / Lesson 2: NS4-U8L2 – Inflated Readiness Levels Case Evaluation

Lesson Summary	<p>Review the lesson with the cadets.</p> <p>In this lesson you have:</p> <ul style="list-style-type: none">• Read and analyzed “Thinking Ethically: Inflated Readiness Levels” case evaluation.• Prepared answers to questions on the Inflated Readiness Levels Case Evaluation forms.• Determined what you would do and why.	25
Next Step	<p>Explain that in the following lesson (U8L3), you will:</p> <ul style="list-style-type: none">• Participate in a class discussion about the case study “Inflated Readiness Levels.”• Read your answers to the questions.• Explain what you would do and why.	26

Unit 8 / Lesson 3: NS4-U8L3 – Inflated Readiness Levels Evaluation Response

(Lesson 3 of 3)

What Students Will Learn to Do:

In this lesson you will explain your decision-making process using the inflated readiness levels case evaluation response form.

Skills and Knowledge to be Gained:

1. Explain the decisions made for the Inflated Readiness Levels Case Evaluation.
2. Determine the proper response to the Inflated Readiness Levels Case Evaluation.
3. Summarize communications lessons learned for the Inflated Readiness Levels Case Evaluation.

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Read and Analyze	Class Participation	Inflated Readiness Levels Case Review	Video Aircrew Training Is Critical To Mission Accomplishment	CPS Question 2	Critical Case Evaluation Form
Pressure	Pressure Answers	Seek the Truth	Seek the Truth Answers	CPS Question 3	Subordinates	Subordinates Answers	Organization
Organization Answers	CPS Question 4	Know the Rules	Know the Rules Answers	Additional Points	Additional Points Answers	Case Evaluation Response Form	CPS Question 5
What Actually Happened?	Lesson Summary						

Key:

Textbook Content	Student Engagement and Assessment
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Unit 8 / Lesson 3: NS4-U8L3 – Inflated Readiness Levels Evaluation Response

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 8, Lesson 3. Place a checkmark beside the NS4-U8L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U8L3 - Key Terms and NS4-U8L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons. Effective communications is vital to the success of an officer and leader. In this lesson you will explain and discuss your responses to the Inflated Readiness Levels Case Evaluation questions.	1-4
Warm Up CPS Question 1	Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions. Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.	5
Read and Analyze	Direct cadets to follow this discussion from the unit "Avoiding Communication Pitfalls," pp. 92-99. Explain that previously the cadets read and analyzed the Inflated Readiness Levels Case Evaluation on p. 95. They also completed Case Evaluation Response forms.	6
Class Participation	Explain to the cadets that during this lesson, the instructor will: <ul style="list-style-type: none">• Call on individual cadets to read their response from their Case Evaluation forms.• Direct the cadets to discuss issues concerning the Inflated Readiness Levels Case Evaluation in a group discussion.• Direct the cadets to discuss the communications lessons learned from the case study.	7
Inflated Readiness Levels Case Review	Review the key facts of the case study on p. 95 with the cadets to make sure they grasp what the case study really involves. Key facts include: <ul style="list-style-type: none">• The O-3 was newly assigned to the squadron.• The O-3 knew the written requirements for training proficiency.• Senior officers were inflating individual aircrew readiness levels.	8

Unit 8 / Lesson 3: NS4-U8L3 – Inflated Readiness Levels Evaluation Response

Inflated Readiness Levels Case Review	<p>Continue to review the key facts to include:</p> <ul style="list-style-type: none"> • Individual aircrews suffered from a lack of adequate training. • The squadron's performance levels were poor. • The ethical climate was wholesale acceptance - "that's the way it is." 	9
Inflated Readiness Levels Case Review	<p>Continue to review the key facts to include:</p> <ul style="list-style-type: none"> • Senior and intermediate-level personnel accepted the lack of readiness through improper recording of events. • Junior officers succumbed to the Senior's influence. 	10
Video Aircrew Training Is Critical To Mission Accomplishment	Show video on how aircrew training is critical to mission accomplishment.	11
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
Critical Case Evaluation Form	Selectively call on individual cadets to read their answers to questions on the Critical Case Evaluation form on pp. 96 – 97.	13
Pressure	<p>Review the questions:</p> <ul style="list-style-type: none"> • Is there pressure from peers, subordinate, seniors, or other sources to behave in an unethical manner? • If yes, who or what is the source of the pressure? 	14
Pressure Answers	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 14:</p> <ul style="list-style-type: none"> • Yes – from seniors to improperly record training events. • Yes – from peers to keep quiet and not rock the boat. • Yes – from everyone to keep quiet. 	15
Seek the Truth	<p>Review the questions:</p> <ul style="list-style-type: none"> • Does the leader validate the facts and obtain clarification? • If no, what action does the leader need to take? 	17
Seek the Truth Answers	<p>Note: These are possible answers and not all inclusive "correct" answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 17:</p> <ul style="list-style-type: none"> • Not stated if the CO knew about the false reporting. He should have known! • Other senior and intermediate officers were inflating readiness levels. 	18
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	19

Unit 8 / Lesson 3: NS4-U8L3 – Inflated Readiness Levels Evaluation Response

Subordinates	<p>Review the questions:</p> <ul style="list-style-type: none"> Do the factors in the case affect subordinates and their perception of the leader? If yes, what effect is caused to the subordinates? 	20
Subordinates Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 20:</p> <ul style="list-style-type: none"> Yes – the chain of command was involved in false reporting. Yes – the squadron’s performance levels were poor. Yes – the leader set a very bad example. Yes – subordinates had to falsify training events. Yes – subordinates had to cover-up. 	21-22
Organization	<p>Review the questions:</p> <ul style="list-style-type: none"> Is an ethical work environment being maintained? If no, what action does the leader need to take? 	23
Organization Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 23:</p> <ul style="list-style-type: none"> No – false readiness reporting is not ethical. No – being pressured to go along with false reporting is not ethical. No – failure to correct a dishonest system is not ethical. 	24
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	25
Know the Rules	<p>Review the questions:</p> <ul style="list-style-type: none"> Does the leader properly enforce the rules, regulations, or policies? If no, what action does the leader need to take? 	26
Know the Rules Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the questions on slide 27:</p> <ul style="list-style-type: none"> No, the Leader and Senior Officers are breaking the rules There were written instructions governing what the required training should be. The CO should properly enforce the rules. The CO should promote ethical behavior throughout the unit. 	27-28
Additional Points	Are there any additional points to consider?	29

Unit 8 / Lesson 3: NS4-U8L3 – Inflated Readiness Levels Evaluation Response

Additional Points Answers	<p>Note: These are possible answers and not all inclusive “correct” answers. Instructor to add and elaborate on answers.</p> <p>Answers to the question on slide 29:</p> <ul style="list-style-type: none">• All personnel involved have much to lose in regards to their careers.• More than one person complaining might have had a greater impact.	30
Case Evaluation Response Form	<p>Have the cadets read their Critical Case Evaluation form on p. 90. Answer the questions:</p> <ul style="list-style-type: none">• What would you do and why?• Are there lessons to be learned for this case study?	31
CPS Question 5	<p>Check in on students’ understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.</p>	32
What Actually Happened?	<p>The CO:</p> <ul style="list-style-type: none">• The CO did nothing - no direction whatsoever.• The O-3 succumbed to the Senior Officer’s pressure.• After a great deal of conflict, the O-3 did not feel led to continue the battle alone against the entire squadron.	33
Lesson Summary	<p>Review with students some of the key factors that were covered in this lesson:</p> <ol style="list-style-type: none">1. Read and analyzed the Inflated Readiness Levels Case Evaluation.2. Read your answers to questions on the Critical Case Evaluation forms.3. Participated in a class discussion of what you would do and why.	34

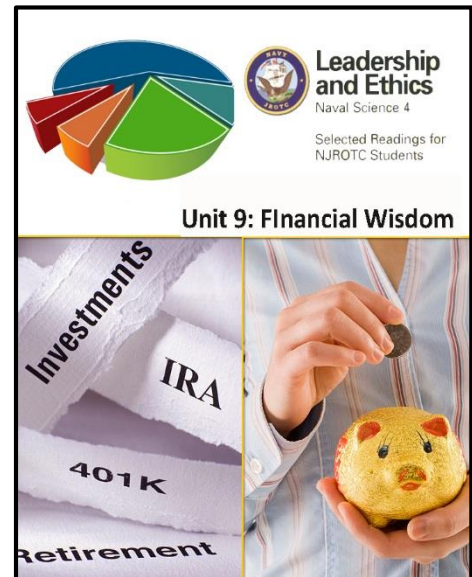
Unit 9: NS4U9 – Financial Wisdom

What Students Will Learn to Do:

In this lesson we will learn about creating a monthly budget, and how to manage a paycheck and paystub. Learn about Investments, credit agencies, interest and education funding options. We will also go over banking procedures and IRS forms.

Skills and Knowledge to be Gained:

1. Know how to establish a monthly personal budget, and how to use the 70-20-10 Rule.
2. State the steps involved and the factors to evaluate when creating a budget.
3. Be able to explain the various components of a paycheck and paystub.
4. Know the various parts of the Financial Planning Pyramid.
5. Know why it is important for a leader to respect someone who is honest and sincere.
6. Know how to calculate simple interest.
7. Be able to identify various Education Funding options available for continuing education.
8. Know the difference between banks, credit unions and saving institutions.
9. Know how to use a savings and checking account.
10. Understand the function of the Internal Revenue Service.
11. Know the function and use of simple IRS forms.



Linked Standards in this Chapter:

Common Core English Language Arts 11-12*

Reading: Informational Text

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly...

Writing

- W.11-12.10. Write routinely over extended time frames shorter time frames for a range of tasks, purposes, and audiences.

Speaking & Listening

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions...
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media ...

Unit 9: NS4U9 – Financial Wisdom

Language

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts...
- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
- L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases...

*A complete listing of all linked grades 11-12 Common Core English Language Arts Standards and their indicators associated with this Chapter are displayed on the Standards Chapter Matrix – ELA at the end of the Naval Science 3 Instructor's Guide.

Unit 9 / Lesson 1: NS4-U9L1 – The Personal Budgeting Process

(Lesson 1 of 4)

What Students Will Learn to Do:

In this lesson you will learn about creating a monthly budget, and how to manage a paycheck and pay stub

Skills and Knowledge to be Gained:

1. Explain the components of your first paycheck (net pay), how to establish a monthly personal budget, and how to use the 70-20-10 Rule
2. Define the key terms associated with personal budgets and paychecks
3. State the steps involved and the factors to evaluate when creating a budget
4. Explain the various components of a paycheck and paystub

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Making Connections Question	Personal Finance	Monthly Budget	Budgeting Tools	CPS Question 2	70-20-10 Savings Rule
Percent Savings Rule	Saving and Investment 20 Percent Rule	Paying Off Debt Using 10 Percent Rule	Video Debt	Savings Strategies And Tips	Financial Planning	CPS Question 3	Setting Up A Budget
Monitor Your Personal Finances	Calculate Monthly Income & Expenses	Total Income And Expenses	Review Your Budget	Review and Modify Your Budget	CPS Question 4	Video Consumer Financial Protection	Key Terms
Timesheet	Paycheck and Pay Stub	Deductions	Common Tax Deductions	Other Deductions	CPS Question 5	Lesson Summary	

Key:

Textbook Content	Student Engagement and Assessment
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Unit 9 / Lesson 1: NS4-U9L1 – The Personal Budgeting Process

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 9, Lesson 1. Place a checkmark beside the NS4-U9L1 PowerPoint presentation, and these two CPS question deck files:
NS4-U9L1 - Key Terms and NS4-U9L1 - Lesson Questions
- Ensure that every student has a functional CPS response pad and a textbook

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons. Learning to manage money and finances comes with study and practice. In this lesson you will learn how to plan for and establish a monthly budget and manage your pay.	1-4
Warm Up CPS Question 1	Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions. Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.	5
Making Connections Questions	(Making Connections questions are designed to help cadets relate with the material by making a personal connection with its content. These questions function best when presented before the content to which they correspond.) <ul style="list-style-type: none">• What are your financial goals? Do you have any?• Do you have a budget? Should you have one?• What do you do with your paychecks?	6
Personal Finance	Explain that each cadet is shaping their financial future with many of the decisions they are making today. Financial freedom begins with careful planning and setting goals, developing a plan, and then putting that plan into action. The lack of financial planning is a decision, the decision not to worry about it, which can turn out to be a big mistake. Those who are responsible and follow a financial plan are able to live comfortably and somewhat stress free, while those who never plan often worry about having enough money for what they need, much less what they want.	7
Monthly Budget	Explain that a budget is the amount of money that is available for, required for, or assigned to a particular purpose. A well-planned budget requires the discipline of saving wisely and spending prudently to meet the budget goals. To establish a budget takes careful planning and if you expect to attend and graduate from college, financial planning and budgeting must be done early to ensure you can obtain the necessary	8

Unit 9 / Lesson 1: NS4-U9L1 – The Personal Budgeting Process

	financial support to get you through.	
Budgeting Tools	<p>Budget spreadsheet – There are many free budget planning sheets to copy or print out and write out a simple budget, or you can use a computer spread sheet program, such as Microsoft Excel, to create a worksheet with all your budget information. Each time you receive or spend money enter the amount in the appropriate cell for that category and update the totals.</p> <p>Personal finance software – There are numerous software programs that can be used to establish, monitor and track your budget. They can categorize, summarize and track your money in various accounts, as well as provide summaries of your loan and credit card balances. Many of these programs can import your online financial statements and help create and manage your budget.</p>	9
Budgeting Tools	<p>Budget box system – The budget box is a small box with dividers for each day of the month. When you receive a bill, check the due date and place it behind the divider that represents the bill's due date. As you receive income, pay due bills and put extra with upcoming bills. Envelope system – Label envelopes with your expense categories. When you get income, place the money in each of the envelopes according to the expense amounts you established. When you need to spend money, withdraw the cash from the appropriate envelope. When the envelope is empty, you are either finished spending for that category or you must move money from another envelope into that envelope. Note each time you add or remove money, with the date, amount, and reason to see where you underspent or overspent and why.</p>	10
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	11
70-20-10 Savings Rule	Explain when developing a budget there should always be a line item for savings. We all know savings is important for not only emergencies, but also for cars, homes, retirement and other hopes and dreams. A good baseline to be used for saving is the 70-20-10 rules. These rules can apply to any saver, at any income level. It also accounts for not only long-term saving, but the short term as well.	12
Percent Savings Rule	<p>Explain that living expenses should consume 70 percent of your budget. This includes:</p> <ul style="list-style-type: none"> • Rent / Housing • Food • Heat & Electric bills • Cable & Internet bills • Clothing • Gasoline / Bus fare • Medical expenses 	13-14
Saving and Investment 20 Percent Rule	<p>Explain that twenty percent should split three ways, with the first 10 percent going towards retirement.</p> <ul style="list-style-type: none"> • 10% Long-term (Retirement) <ul style="list-style-type: none"> • IRA • 401(k) • 403(b) • Company Pension 	15
Saving and Investment 20	The other 10 percent should be split in half, with 5 percent set aside for building up your emergency fund, which ideally covers your living expenses for up to six months.	16

Unit 9 / Lesson 1: NS4-U9L1 – The Personal Budgeting Process

Percent Rule	<p>The other 5 percent goes towards a specific savings goal like a new car or a house down payment.</p> <ul style="list-style-type: none"> • 5% for any emergency fund • 5% for personal goals: <ul style="list-style-type: none"> • Computer • College Tuition • Car 	
Paying Off Debt Using 10 Percent Rule	<p>The final 10 percent of your budget should be allocated towards debt repayment. You begin by paying down the highest interest debts first. Once those debts are paid you add the additional money to lower interest debts and pay those off faster. If you're lucky enough to not have debt, then you can use that final 10 percent to invest in interest bearing savings accounts, CDs, IRAs, etc.</p> <ul style="list-style-type: none"> • Credit Cards • Student Loans • Car Payment • Other Financed Debt 	17
Video on Debt	Show video on debt.	18
Saving Strategies and Tips	<p>Explain some Saving Strategies to remember:</p> <ul style="list-style-type: none"> • If you increase or decrease the percentages in any one category, another category will be affected. This can be used either positively or negatively for your savings depending on whether you exceed the rule for spending or debt payments. • Once your emergency savings fund equals 9-12 months of your current income, depending on your comfort level and situation, feel free to put money into other investment vehicles such as stocks and bonds. • Keep time on your side. It can be fatal to rip open your retirement savings, but most people still have plenty of years before retirement to recover their losses. • Don't touch your long-term savings to fix a short-term cash flow problem. It can be tempting to dive into your nest egg to put a band-aid on your current problem. Always try to find another solution first. 	19
Financial Planning	<p>Explain to the cadets that financial planning is a process of setting goals, developing a plan to achieve them, and putting the plan into action. It's creating a roadmap for handling everything you do with your money, from spending and saving to using credit and investing. One of the first steps in Financial Planning is setting up a personal budget so you know how much you can realistically save or invest.</p>	20
CPS Question 3	<p>Check in on student's understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.</p>	21
Setting Up a Budget	<p>Explain that creating a budget is vital in keeping your finances in order. Before creating a budget, it is important to realize that in order to be successful, you have to collect as much information as possible. Ultimately, the budget planning will detail where your money is coming from, show how much is there and where it is going. The following six steps explain how to set up a monthly budget.</p>	22

Unit 9 / Lesson 1: NS4-U9L1 – The Personal Budgeting Process

Monitor Your Personal Finances	Step 1: Monitor Your Personal Finances. The first step towards setting up a monthly budget is to start monitoring your expenses. For two months, collect all the grocery bills, bank statements, fuel receipts, water/electricity bills, cell phone, Internet/digital cable bills, and any other personal expenses. Write down the details on a spreadsheet or in a notebook. This will help you figure out how and where you are spending money.	23
Calculate Monthly Income and Expenses	Step 2: Calculate Monthly Income. While calculating your monthly income, always remember to combine income from all sources, except seasonal or occasional earnings. You can keep occasional earnings for spending on miscellaneous expenses. Step 3: Calculate Monthly Expenses. Here you will need the spreadsheet or notebook where you put the details regarding your personal expenses. With this, you can now create a list of expected expenses for future months.	24
Total Income and Expenses	Step 4: Write down 'Total Monthly Income and Expenses'. If the grand total of your monthly income and expenses shows more income than expenses, that is a positive sign towards meeting savings, emergency money, and investments goals. If the combined total shows a deficit, then you need to make adjustments in your monthly budget to make way for emergency cash, savings, and investments.	25
Review Your Budget	Step 5: Review Your Budget. Start reviewing your budget every month. This will help you to make smart adjustments in specific months where you earn more or spend less. A workable financial plan is only as valid as its revisions.	26
Review and Modify Your Budget	Step 6: Modify Your Monthly Budget When Necessary. Some months, you will be spending more on items that are not included in your monthly budget. The purchase of miscellaneous items can ruin your monthly budget. If you are in this situation, then you must modify the budget for that month, or the next, in a way that you do not fall in debt. For example, spending less on buying some grocery items, cutting off dining out items from your budget, etc. Seasonal earnings not included in the monthly budget can pay for these miscellaneous items. In this way, you will not only able to manage your personal budget, but you may have money for miscellaneous expenses.	27
CPS Question 4	Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	28
Video on Consumer Financial Protection	Show video on consumer financial protection.	29
Paycheck and Income	Explain that every consumer must make money in order to spend money. Employees work for wages that an employer agrees to pay for labor or services rendered. Most workers have payroll deductions from their pay for items such as taxes and insurance subtracted from their gross income. The remaining total is the net income, or take home pay.	30
Key Terms	Wages – a payment usually of money. Gross income – the total income from wages prior to deductions. Net income – the total amount after taxes and other deductions.	31
Key Terms	Timesheet – a method of recording the time spent on the job. Paycheck – a means to give payment. Pay Period – a recurring length of time the employee will be paid.	32
Timesheet	Explain that an employee must document the hours worked on a timesheet by either writing the hours worked on a sheet, punching in a timecard or logging the time	33

Unit 9 / Lesson 1: NS4-U9L1 – The Personal Budgeting Process

	electronically. The employer will verify the hours worked and pay the employee by a paycheck that they get at the end of each pay period.	
Paycheck and Pay Stub	Explain that the money that employees make will be delivered by a paycheck that they get at the end of each pay period. Most paychecks are electronically delivered or direct-deposited into an individual's savings account. To document and account for the pay, each employee will receive a pay stub. This pay stub can be attached to the paycheck, a separate document, or delivered electronically.	34
Paycheck and Pay Stub	<p>Each employer's pay stub, or earning statement, may be slightly different, but all document the following basic pay information:</p> <ul style="list-style-type: none"> • Pay Period – the dates that the current pay check covers • Hours worked – the total number of hours you worked within the pay period • Pay Rate – the gross amount of money you earn per hour worked • Gross Pay – the total income earned before taxes and other deductions • Deductions – Taxes and other deductions taken out of the net pay • Net Pay – gross income minus deductions, often called "take-home pay" <p>Gross pay, net pay, and deductions will show both the amount for the current period and the total amounts for the Year To Date (YTD).</p>	35-40
Deductions	Explain that employers are required to take out deductions from their net pay and this determines their gross salary. Tax deductions are also referred to as withholdings.	41
Common Tax Deductions	<p>Explain the common tax deductions assessed to every full time employee or worker are:</p> <ul style="list-style-type: none"> • Federal Income Tax – a tax assessed on the total income of the individual to run the Federal Government • FICA – Medicare – a tax imposed by the federal government to fund Medicare • State Income Tax - a tax assessed on the total income of the individual to run the State Government • FICA – Social Security Tax - a tax imposed by the federal government to fund Social Security 	42
Other Deductions	Explain there are other deductions that can be paid out of the employee's income. These are usually elected by the employee to have them deducted. Some typical deductions are Health Insurance, 401K or retirement contributions, and miscellaneous such as parking.	43
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	44
Lesson Summary	<p>Briefly summarize the key points of this lesson. In this lesson you have:</p> <p>Learned the components of your first paycheck (net pay), how to establish a monthly personal budget, and how to use the 70-20-10 Rule.</p> <p>Learned the key terms associated with personal budgets and paychecks.</p> <p>Learned the steps involved and the factors to evaluate when creating a budget.</p> <p>Learned the various components of a paycheck and paystub.</p>	45

Unit 9 / Lesson 2: NS4-U9L2 – Financial Planning

(Lesson 2 of 4)

What Students Will Learn to Do:

In this lesson you will discuss investments, credit agencies, calculating interest, and education funding options.

Skills and Knowledge to be Gained:

1. Define the key terms associated with Financial Planning.
2. Explain the various parts of the Financial Planning Pyramid.
3. Explain the function of the main credit-reporting agencies in the U.S.
4. Explain how to calculate simple interest.
5. Identify various Education Funding options available for continuing education

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Financial Planning	Investing Your Money	Financial Planning Pyramid	Investment Risk	Rule 72	Prepare For Retirement
CPS Question 2	Credit Report (A)	Credit Reporting Agencies	Credit Report (B)	Fair Isaac Corporation Scores	Video Credit Scores And Finances	CPS Question 3	Calculating Interest
Bank Deposits And Simple Interest	Compound Interest Savings	CPS Question 4	Education Funding Options	College Savings	Application Guidelines	Federal Student Aid	Federal Education Loans
Private Education Loans	Loan Repayment	Tuition Assistance And Employer	Video Tuition Assistance	CPS Question 5	Military Programs	Prior Military Service	During Military Service
Service-Member Opportunity Colleges	Academic Testing Exams	After Military Service	Lesson Summary				

Key:

Textbook Content	Student Engagement and Assessment
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Unit 9 / Lesson 2: NS4-U9L2 – Financial Planning

Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 9, Lesson 2. Place a checkmark beside the NS4-U9L2 PowerPoint presentation, and these two CPS question deck files:
NS4-U9L2 - Key Terms and NS4-U9L2 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons. Learning to manage money and finances comes with study and practice. In this lesson you will learn about many of the various aspects of financial planning and some of the educational options available for continuing education.	1-4
Warm Up CPS Question 1	Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions. Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.	5
Financial Planning	Explain that too many people spend all their income with little thought of the future. When the future arrives, they end up being ill prepared to cope with it. They may not be able to buy the nice car or house they wanted, or educate their children or look forward to retirement. This all stems not from a lack of income, but a lack of planning. There are some people who can enjoy the present, yet still know that their future desires will be met. They have set goals and embarked on a well-disciplined plan to meet these goals.	6
Investing Your Money	Explain that as you recall from the last lesson, in the 70-20-10 rule, the 20 percent stood for a combination of long term retirement, personal goals, and an emergency fund. Proper management of each one of these groups of income can determine the success or failure of meeting your goals. In each case it can be said that you are investing your money towards a future goal.	7
Financial Planning Pyramid	Explain that there are a wide number of investment choices available, and which you should use is determined by how accessible your money needs to be and what level of risk are you willing to accept. The Financial Planning Pyramid diagrams many of the basic investment types and the level of risk associated.	8
Investment Risk	Explain that at the bottom of the pyramid the level of risk with those types of investments is low, but the return on investment is also going to be smaller. At the top of the pyramid, the return on investment is potentially greater, but the risk is also greater. The higher the risk, the higher the probability that the investment may not	9

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	produce the results you want. Basically, the rule of thumb with investing and risk is the younger you are the more earning potential you have and the more risk you can accept. The older you are the less earning potential you have and the less risk you should accept in your investments.	
Rule 72	Explain that the Rule of 72 is a quick and simple way to estimate how your money can double. There are two ways to use the rule. To show how many years it will take your invested money to double, divide 72 by the interest rate you expect to earn. Example: $72 / 6\%$ interest rate = 12 years of investing. To get an estimate of what interest you need to double your money for a number of years, divide 72 by the number of years. Example: $72 / 4$ years of investing = 18% interest rate.	10
Prepare for Retirement	Explain that as a cadet, retirement and retirement planning may seem like a long way off, but the reality is that the sooner you start the more you will be able to save for retirement. All of us would like to retire someday, and live comfortably, but it requires time and effort to build a successful retirement plan. This can be accomplished if you take the time to plan retirement into your budget with a realistic savings and investment plan and a long-term commitment.	11
Prepare for Retirement	<p>Explain that the following steps can help evaluate your retirement needs:</p> <ol style="list-style-type: none"> 1. Know your retirement needs. Explain that retirement can be very expensive. Financial experts estimate that you'll need about 70 percent of your pre-retirement income to maintain your standard of living when you stop working. 2. Find out about your estimated Social Security benefits. Explain that currently, Social Security pays the average retiree about 40 percent of pre-retirement earnings. If you have been contributing to Social Security, you will receive a yearly personal statement. If you would like an estimate of your retirement benefits, call the Social Security Administration to request a copy be sent to you. 3. Learn about the pension or profit sharing available from your employer. Explain that if your employer offers a plan, check to see what your benefit is worth. Most employers provide an individual benefit statement if requested. Find out what would happen to your pension before you change employers. There may also be unknown benefits available to you from previous employers. If your employer doesn't currently offer a retirement plan, suggest that one is started. 4. Contribute to a savings plan. Explain that if your employer offers a tax-sheltered savings plan, such as a 401(k), sign up and contribute at least enough to get the maximum amount the employer will match. Your taxes will be lower, your company may kick in more, and automatic deductions make it easy. The combination of deferred taxes and compounded interest will make a big difference in the amount of money you will accumulate. 5. Take advantage of an Individual Retirement Account (IRA). As of 2012, you can put up to \$5,000 a year into an IRA and delay paying taxes on investment earnings until retirement. If you don't have a retirement plan you can also take a tax deduction for your IRA. 6. Protect your savings. Do not take money out of your retirement savings. Explain that you will not only lose principal and interest, but you may lose tax benefits. If your employer changes, roll over your savings directly into an IRA or your new employer's retirement plan. 	12-13
Prepare for Retirement	<ol style="list-style-type: none"> 7. Start today, set your goals, and stick to those goals. Explain to start early, because the sooner you start saving, the more time your money has to grow. Make saving for retirement a very high priority. Decide on a plan, and set 	14

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	<p>goals for yourself. It is never too early or late to start, so start saving today, whatever your age.</p> <ol style="list-style-type: none"> Use basic investment principles. Explain that how you save can be as important as how much you save. Inflation and the type of investments you make play important roles in how much you will have saved by the time you retire. Understand how your pension or savings plan has been invested. Your financial security depends on your financial knowledge and understanding. Ask many questions to your employer and financial advisor. Explain the steps above should point the cadets in the right direction, but they will need more information. They will need to talk to their employer, bank, union, and financial advisor. They need to ask questions and make sure the answers make sense. They will need practical advice and the will to act on it. 	
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	15
Credit Report	Explain that a credit report or credit history is a record of an individual's or company's past borrowing and repaying, including information about late payments and bankruptcy. The term "credit reputation" can either be used synonymous to credit history, credit score, or credit rating.	16
Credit Reporting Agencies	<p>Explain that there are three main national consumer credit reporting agencies or credit bureaus:</p> <ul style="list-style-type: none"> Equifax Credit Information Services, Inc. (Equifax) Experian Information Solutions, Inc. (Experian) Trans Union LLC (Trans Union) 	17
Credit Reporting Agencies	Explain that in the U.S., credit agencies collect personal information, financial data, and alternative data on individuals from a variety of sources. The information is combined to create a credit rating. This credit rating and other information is made available on request to customers of the credit agencies for the purposes of credit risk assessment, credit scoring, or for other purposes such as employment consideration, major purchases, or leasing an apartment.	18
Credit Report	Explain that by law, you are entitled to request a free credit file disclosure commonly called a credit report, once every 12 months from each of the consumer credit reporting agencies. Since there are 3 agencies, recommend obtaining a free report every 4 months to ensure there is no unauthorized financial activity being done in your name, which would directly affect your credit rating and your credit worthiness. Many individuals have first detected fraudulent activity, unauthorized bank accounts, etc. by reviewing their credit report. Lenders, such as banks and credit card companies, use credit scores to determine who qualifies for a loan, at what interest rate, and what credit limits. Other organizations, such as mobile phone companies, insurance companies, landlords, and government departments employ the same techniques.	19
Fair Isaac Corporation Scores	Explain that Fair Isaac Corporation (FICO) scores are the credit scores most lenders use to determine your credit risk. You have three FICO scores, one for each of the three credit bureaus: Experian, TransUnion, and Equifax. Each score is based on information the credit bureau keeps on file about you. As this information changes, your credit scores tend to change as well. The FICO scores range from 300 to 850. The very best rates go to people with scores above 770. A score of 700 is considered good and the average score is around 725 (as of 2010). Lenders typically look for scores of 740 and above for the best mortgage rates. As of 2010, offered loan terms typically adjust at scores of 740 or below, with every 20-point drop adding another less favorable	20

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	adjustment.	
Video on Credit Scores and Finances	Show video on credit scores and finances.	21
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	22
Calculating Interest	<p>Explain that interest is a charge, generally a percentage of the amount borrowed, for borrowed money, or the profit in goods or money that is made on invested capital. The ability to calculate interest is an important part of understanding how well you are managing your finances. Simple interest is the interest on the deposited amount alone, while compound interest applies to the total amount and builds on itself. Simple interest equals the principal times the interest rate times the amount of time that has to go by to receive the full interest rate.</p> <p>Putting this into an equations; Interest = Principal x Interest Rate x time ($I = P \times r \times t$)</p>	23
Calculating Interest	<ul style="list-style-type: none"> Principal is the original amount borrowed or invested. Interest rate is the percent at which is charged or paid by a borrower for the use of money that was borrowed, or paid to an investor. Deposit means to put in a bank for safekeeping and investing. 	24
Bank Deposits and Simple Interest	<p>Explain that to calculate the simple interest you would receive on a \$100 (P) deposit at a bank after one year (t):</p> <ul style="list-style-type: none"> Take the interest rate (r) and divide by 100. If your interest rate is 3 percent per year, then r would equal .03. Then multiply that number (r) by the amount of the principal (P) and time (t). For example interest equals $\\$100.00 \times .03 \times 1 = \\3.00. At the end of one year, if you left the \$100 in the bank at 3 percent simple interest, you would have $\\$100 + 3.00$; or $\\$103.00$. 	25
Bank Deposits and Simple Interest	<p>Explain that to calculate the compounded interest you would receive on a \$100 deposit at a bank after one year:</p> <ul style="list-style-type: none"> Take the interest rate and divide by 100. If your interest rate is 3 percent per month, this would become .03 (r). 2. The principal for this example is \$100.00 (P). Use the formula for calculating monthly compounding of interest for one year; interest equals $P \times (1 + r/12)^{12 \times t} = \\3.04 At the end of one year, if you left the \$100 in the bank at 3 percent interest rate compounded monthly, you would have \$103.04. Compound interest versus simple interest is not significant the first year, but grows significantly over time. 	26
Compound Interest Savings	<p>Explain that you will receive a greater benefit of compound interest by saving earlier. For example, take two individuals, John and George from age 22. At age 22, John puts \$2000 in an IRA and averages 12 percent return, George spends his \$2000. This continues for 6 years, after which John does not deposit another cent. George then starts investing his \$2000 per year and continues each year to age 65. Let's compare what they would have at age 65. Both have roughly the same amount in their account but John deposited \$12,000 and George had to deposit \$74,000. So the earlier you start saving the greater the accumulated interest on your investment.</p>	27

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CPS Question 4	Check in on student's understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	28
Education Funding Options	<p>Explain to the cadets that there are many ways to acquire the funding necessary for a college education. This lesson will discuss many of the more common ways to pay for a college education. Encourage the cadets that where there is a need, and the will, there is a way.</p> <p>Explain that the first step is to understand the actual cost of attending a college. There is more to plan for than just tuition. The term Cost of Attendance (COA) refers to the estimated cost to attend a specific school. This includes tuition and fees plus books, supplies, transportation, room and board, spending money, health insurance, and an average allotment for personal expenses.</p>	29
College Savings	Explain that a systematic savings plan today can help finance future education costs. The right choice depends on your situation. There are other savings options besides the better-known 529 College Savings Plan and Coverdell Education Savings Account. Mutual funds are one of the most popular investments in recent years, and using mutual funds to help fund a college education might be a consideration for you. Several considerations will determine which the best are for you, including your risk tolerance, your goals, and how soon you will need the money.	30
Scholarships and Grants	<p>Explain that college scholarships and grants are readily available to cadets willing to do the research and pay attention to the regulations. Grant and scholarship providers set their own rules about who can and cannot apply and students should not waste their time applying for scholarships and grants for which they are not eligible. Grants are given as free gift money for education, are primarily needs based, and typically divided into four categories: student-specific, subject-specific, degree level, and minority-specific grants. The most common sources for grant funding are:</p> <ul style="list-style-type: none"> • Federal and state governments • Colleges and universities • Public and private organizations 	31
Application Guidelines	<p>Explain the following important details cadets should pay attention to before sending out Scholarship and Grant applications:</p> <ul style="list-style-type: none"> • Make the deadlines. Be sure to check the deadlines of college scholarships and grants before beginning the necessary work. It's best to apply early in the case your application gets lost or misplaced. • Check the age requirements. If your scholarship of interest is restricted to high school seniors who turn 18 by September 1st and you're a high school senior who turns 18 on the 2nd, don't waste your time. Many college scholarships and grants are out there, and you can conduct a free college scholarship search to find ones that match your qualifications at Scholarships.com. • Check spelling and grammar. Proper use of the written word is the unwritten criterion, and reviewers may be more or less lenient on this issue. Regardless of grammar, at least perfect your spelling. Conduct a computer spell check and reread your application a few times. Finally, have someone with editing skills proofread it, as it is often difficult to spot one's own errors. • Miscellaneous requirements. The items above are the obvious things you should look over. Many providers don't stop there when it comes to eligibility criteria. Some only award college scholarships and grants to students who major in specific subjects, have parents who work for a particular company, 	32

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	or attend a particular school, etc. Before taking the time to apply for anything, be sure that you qualify. Opportunities made for people with your qualifications are bound to be available. Search and find these opportunities.	
Federal Student Aid	<p>Explain that federal student aid from the U.S. Department of Education is the largest source of aid in America, providing over \$150 billion in grants, work-study, and federal loans for students attending four-year colleges or universities, community colleges, and career schools. Eligibility for most federal student aid is not only based on financial need, but also several other factors. The most basic eligibility requirements to receive federal student aid are that you must:</p> <ul style="list-style-type: none"> • be a U.S. citizen or an eligible noncitizen, • have a valid Social Security number, • be registered with the Selective Service, if you're a male between the ages of 18 and 25, maintain satisfactory academic progress in college or career school, and show you're qualified to obtain a post-secondary education. 	33
Work-Study and Student Loans	<p>Explain that since grant money is mostly reserved for students whose families demonstrate legitimate financial need, the cadet's family financial resources may limit their eligibility for grant programs. In that case, they may need to make use of all types of financial aid, including student loans and work-study, a program that allows the federal government to pay the wages of working students.</p>	34
Federal Education Loans	<p>Explain that there are a few different types of federal student loans available. The main ones are Stafford loans, PLUS loans, and Perkins loans. Federal student loans have been the largest source of student loans. They have affordable terms, such as fixed interest rates, and may include federally subsidized interest. Additionally, they have many flexible repayment and deferment options. Federal Stafford and PLUS loans are low cost student loans sponsored by the federal government. Perkins loans are made through colleges to students who demonstrate the greatest financial need. You should always consider exhausting your federal student loan options before applying for a private student loan. Some general requirements and characteristics of federal student loans are:</p> <ul style="list-style-type: none"> • Have fixed interest rates • Provide flexible repayment and deferment options, including income-based repayment • Require completion of the Free Application for Federal Student Aid (FAFSA) • Require school certification • PLUS loans require that the borrower have no adverse credit • Stafford and Perkins loans are not credit based 	35
Private Education Loans	<p>Explain that private education loans can help when federal student loans, scholarships, grants, and other aid aren't enough to fund your entire cost of education. Some general requirements and characteristics of private student loans are:</p> <ul style="list-style-type: none"> • Have interest rates and fees that are determined by the lender and often depend on your credit rating • A qualified cosigner may help a student get approved for a private student loan and possibly get a better interest rate • May or may not have deferment and forbearance options • May offer borrower benefits, such as interest rate discounts • May require school certification • Require completion of a self-certification form 	36

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Loan Repayment	Private student loans are designed to supplement federal student loan programs when they are not enough to cover the total cost of education. Private student loans are available from banks and education loan companies. Private student loans are also known as alternative loans and the terms often vary considerably based on the lender and the borrower's credit history.	37
Tuition Assistance and Employer	Explain that all student loans must be repaid, even if the student does not finish school, is unable to find a job, or is making less money than expected. The advice here is to be careful and borrow wisely, because the amount of money you borrow for your education may have long-lasting effect on your finances and future. Explain that many employers now sponsor tuition assistance programs. Typically managed through a company's human resources department, tuition-assistance programs can do more than save you money. They also offer you the chance to integrate your formal education with your future career plans. Since employers can provide up to \$5,250 to each employee per year on a tax-free basis, support is often influenced by IRS regulations. Any additional employer tuition assistance is taxed. In addition to reimbursing college tuition and the cost of books, an employer can provide the opportunity to integrate desirable educational credentials with future career plans. Before deciding to take advantage of these benefits, however, students should understand the guidelines and restrictions companies can place on such programs. Often, tuition may only cover courses in the core curriculum, and then only in certain majors. Additionally, if an employee discontinues the class, they may have to immediately repay the money to the employer.	38
Video on Tuition Assistance	Show video on tuition assistance.	39
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	40
Military Programs	Explain that there are several Military programs that help service members pay for college. In most cases, you commit to serving for a period of time and, in exchange, the Military pays for your education. The Military provides a large range of educational opportunities to service members to study prior to, during, and after their Military commitment.	41
Prior Military Service	Explain that the Reserve Officer Training Corps (ROTC) is a college program that prepares young adults to become officers in the Military. In exchange for a partially or fully paid college education and a guaranteed post-college career, ROTC students commit to serve in the Military after graduation. It's also possible to do a year or two of ROTC without Service commitment, but simply for the great leadership experience. Explain that service academies and Senior Military Colleges (SMC) can offer an education in a Military environment while providing first-class instruction. The Citadel in Charleston, S.C., is a well-known example of an SMC, and the U.S. Naval Academy, and West Point, are both well-known examples of service academies. Service academies offer full four-year scholarships, and SMCs offer financial aid packages for eligible students. Both also offer pay for books, board, and medical and dental care. In exchange for such scholarships and pay, graduates of service academies become Commissioned Officers upon graduation and are required to uphold a service obligation of a minimum of five years. Those who attend SMCs can choose whether or not they want to serve, but recipients of ROTC scholarships will be required to serve after graduation. Explain that the Military College Loan Repayment Program (CLRP) is an enlistment incentive. Like other enlistment incentives authorized by Congress, each of the services are free to offer the program, or not, as they see fit, in order to meet	42

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	their established recruiting goals. Under the program, the military will repay a portion of eligible college loans for non-prior service military members. This program is for non-prior service enlisted personnel only. Officers are not eligible.	
During Military Service	Explain that Tuition Assistance (TA) program provides service members the opportunity to enroll in courses at accredited colleges, universities, junior colleges, and vocational-technical schools. Each service has unique programs that can help with tuition for anything from professional certifications to a graduate degree. To qualify, there are usually conditional requirements such as having a minimum time remaining on your service contract and a cap on credit hours (or dollars) per year. Some programs, such as the Coast Guard's College Student Pre-Commissioning Initiative, also require that you attend a school from a designated list.	43
Service-Member Opportunity Colleges	<p>Explain that service members Opportunity Colleges (SOC) is a great way for service members to gain an education while serving, as it enables military members and their families to get college degrees through an association of accredited colleges, universities, and technical institutes. SOC member schools acknowledge and transfer credits, making it possible for service members to continue college studies as they move to new duty stations. SOC features include the following:</p> <ul style="list-style-type: none"> • Your own degree plan • A program ensuring that no single SOC school needs to contribute more than 25 percent of total degree coursework • College credit for both your military experience and for accredited military training courses <p>College credit for national tests such as the CLEP (College Level Examination Program)</p>	44
Academic Testing Exams	<p>Explain that the military services administer thousands of academic testing exams to service members each year. These tests can earn military members college credit for skills they've acquired during military training and operations. CLEP, DANTES, and Excelsior tests are available to all active-duty, Reserve, and Guard personnel, as well as their families. The testing is available at a discount and is divided up into the following:</p> <ul style="list-style-type: none"> • College Level Equivalency Program (CLEP) General Exams: Most tests are designed to replace one-semester courses, but some correspond to full-year or two-year courses. There are five types: English, Social Sciences and History, Mathematics, Natural Science, and Humanities. Each exam measures the knowledge presumably gained during the first two years in college. • CLEP Subject Exams: For every one of these exams that you pass, you receive three hours of college credit, though six or 12 hours are also possible. The CLEP subject exams cover areas such as business, data processing, English composition, history, languages, mathematics, natural sciences, psychology, western civilization, and social sciences. • DANTES Subject Standardized Test (DSST): The DSST program is a series of examinations in various college subjects. Similar to CLEP tests, passing a DSST exam also earns you college credit. The only difference between the two is the CLEP is a timed, computer-based test while DANTES has no time limit and is a paper-based test. • Excelsior College Exams (ECE): Excelsior College (formerly known as Regents College) is a "virtual university" that counts many military personnel among its worldwide graduates. Excelsior College Exams are used to meet the specific degree requirements of Excelsior College degrees and are accepted for college credit by hundreds of colleges and universities. About 40 ECE exams are available, and all are administered free to active-duty personnel. 	45

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After Military Service	<p>Explain that the Post-9/11 GI Bill replaces the Montgomery GI Bill and is a comprehensive education-benefits package. Veterans who have served after Sept. 10, 2001, and all new active-duty service members, are eligible for the enhanced package. Different factors play into how much each service member receives from the Post-9/11 GI Bill. These factors include:</p> <ul style="list-style-type: none">• College tuition and fees payment• Housing allowance• Allowance for books and supplies (\$1,000 per year) <p>The actual benefit amount varies based on a service member's total length of service. However, these benefits are payable for up to 15 years following a member's honorable discharge or retirement from service. So you can use them right away, or save them for later – it's your choice. In addition, a service member can now choose to transfer all or part of his or her earned benefits to a wife, husband or child, including stepchildren.</p> <p>Explain that College Fund Programs offer an additional amount of money that can be added to the Post-9/11 GI Bill. The Army, Marine Corps, and Navy all have College Fund Programs; however, each Service branch determines who qualifies for the College Fund and the amount received. College Fund Programs are offered to service members when they first join the Military. Two mandatory qualifications are you must have a high school diploma and you must be enrolled in the Post-9/11 GI Bill. Depending on your Service, test scores, and occupation, there may also be additional requirements.</p>	46
Lesson Summary	<p>Briefly summarize the key points of this lesson.</p> <p>In this lesson you have:</p> <ul style="list-style-type: none">• Defined key terms associated with Financial Planning.• Discussed the parts of the Financial Planning Pyramid.• Explained the function of the main credit-reporting agencies in the U.S.• Explained how to calculate simple interest.• Identified various Education Funding options available for continuing education.	47-48

Unit 9 / Lesson 3: NS4-U9L3 – Banking Procedures

(Lesson 3 of 4)

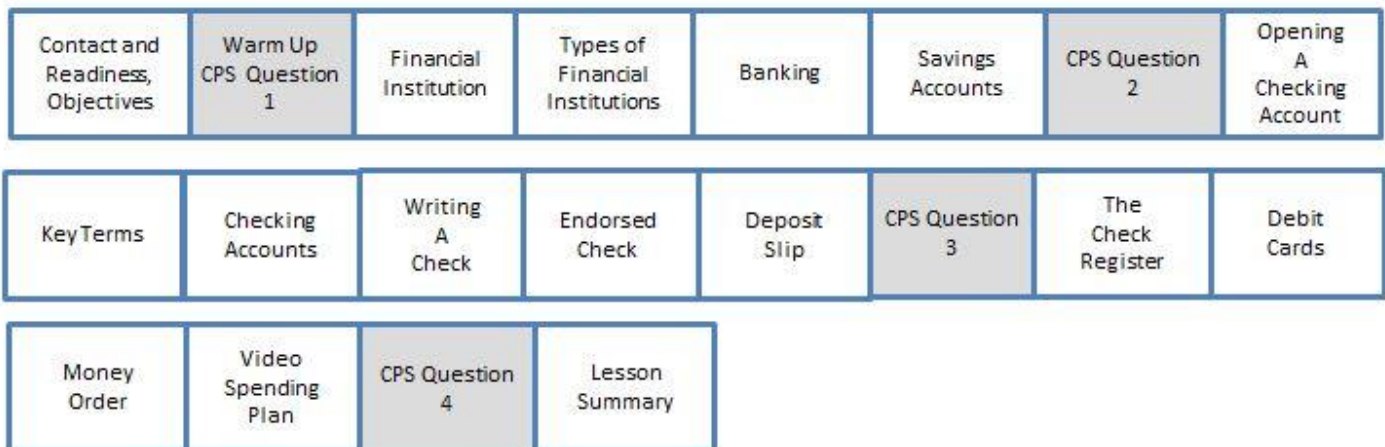
What Students Will Learn to Do:

In this lesson you will discuss various banking procedures to include savings and checking accounts, deposits, the register, and withdrawal procedures.

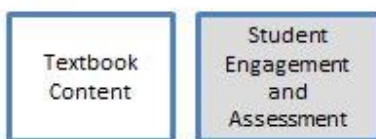
Skills and Knowledge to be Gained:

1. Define the key terms associated with banking.
2. Explain the differences between banks, credit unions, and saving institutions.
3. Explain the steps for opening up savings and checking accounts.
4. Explain how to fill out a personal check.

LESSON FLOW OUTLINE



Key:



Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 9, Lesson 3. Place a checkmark beside the NS4-U9L3 PowerPoint presentation, and these two CPS question deck files:
NS4-U9L3 - Key Terms and NS4-U9L3 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 9 / Lesson 3: NS4-U9L3 – Banking Procedures

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>Banking procedures play an important part of our everyday lives. In this lesson you will learn the importance of banking procedures in opening and using checking and savings accounts. You will learn how to fill out personal checks, keep a check register, and make withdrawals.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Financial Institution	A financial institution is a business that takes deposits and makes loans. Other financial services may also be provided such as credit cards, money orders, safe deposit boxes, etc.	6
Types of Financial Institutions	<p>Explain that there are several different types of financial institutions.</p> <ul style="list-style-type: none"> • Bank – a regulated, chartered financial institution. Banks provide a variety of financial services as shown in the next two slides. • Credit Union – a cooperative savings association. Credit unions provided a variety of financial services as shown in the next two slides. • Other Financial Institutions <ul style="list-style-type: none"> - Insurance Companies – provide loans, insurance policies with savings plans, annuities, and loans. - Stock Brokers – provide checking accounts, loans, investment services, and annuities. - Finance Companies – provide loans. 	7
Banking	<p>Explain that Banks and Credit Unions typically provide financial services such as:</p> <ul style="list-style-type: none"> • Savings Accounts • Checking Accounts • Credit Cards • Debit Cards 	8
Banking	<p>Explain that Banks and Credit Unions also provide other financial services such as:</p> <ul style="list-style-type: none"> • Money Orders • Home Loans • Auto Loans • Safe Deposit Boxes 	9
Savings Accounts	Explain that a savings account is:	10

Unit 9 / Lesson 3: NS4-U9L3 – Banking Procedures

	<ul style="list-style-type: none"> • An account a financial institution that pays interest on the balance. • Allows money to be withdrawn in person or using “money-market” type checks. • Allows money to be transferred electronically. 	
CPS Question 2	Check in on students’ understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	11
Opening a Checking Account	<p>Explain that:</p> <ul style="list-style-type: none"> • Opening a checking or savings account is usually done in person at the bank. • Proper identification is required. • Account forms must be completed and signed. • An initial deposit is required. 	12
Key Terms	<ul style="list-style-type: none"> • Direct Deposit – A paycheck that is deposited directly into your bank account. • Withdrawal – Removing money from your bank account using a withdrawal slip. 	13
Key Terms	<ul style="list-style-type: none"> • Electronic Funds Transfer – Transferring money electronically. • Personal Identification Number (PIN) – A private number that is used for security purposes to identify you and your account. 	14
Key Terms	<ul style="list-style-type: none"> • Payee – The individual to whom a check is to be paid. • Endorse – To sign your name on the back of a check. • Clear – A check that has been processed and paid by the bank. 	15
Key Terms	<ul style="list-style-type: none"> • Reconcile – To balance your account records with the bank’s records down to the last penny. • Overdraft – Money withdrawn from a bank account that exceeds the available balance – known as “bouncing a check.” 	16
Key Terms	<ul style="list-style-type: none"> • Statement – A written or electronic accounting of all banking activities, typically provided monthly. 	17
Checking Accounts	<p>Explain that checking accounts consist of the following components:</p> <ul style="list-style-type: none"> • Blank numbered checks • Blank deposit slips • A Check register • Monthly statements • Fees for overdrafts – Usually \$35 for each overdrawn check. • Debit cards • Online banking using an internet website. • Account should be reconciled monthly. 	18-19
Writing a Check	<p>Explain that care should be taken when writing a check.</p> <ul style="list-style-type: none"> • If you make a small mistake, cross through the mistake and put your initials next to the mistake. • If the mistake is major, tear the check completely up and start over with a new check. Write “void” in the register. 	20

Unit 9 / Lesson 3: NS4-U9L3 – Banking Procedures

Writing a Check	<p>Explain to the cadets the various parts of a check. These include:</p> <ul style="list-style-type: none"> • The date the check is being written. • The name of the person to whom the check is being written. • The amount in dollars and cents. • Spelled out dollar amount. • Note for purpose of check. • Check writer's signature. • Bank routing number. • 10-digit account number. <p>Show the picture of a completed check. Explain the filled-in components as necessary.</p>	21-24
Endorsed Check	<p>Explain to the cadets that:</p> <ul style="list-style-type: none"> • If you receive a check and want to deposit it, you must endorse it and submit it to the bank. • On the back of a check, sign your name, write your account number, and "For Deposit Only." • Banks have different waiting periods for funds availability. 	25
Deposit Slip	<p>Explain to the cadets:</p> <ul style="list-style-type: none"> • To deposit your endorsed check, fill out a deposit slip. • The deposit slip and your endorsed check make up your deposit. 	26
Deposit Slip	<p>Explain to the cadets how to fill out a deposit slip. Show the following components of the deposit slip:</p> <ul style="list-style-type: none"> • Date the deposit is being made • Printed name • Printed address • Signature • Whether checking or savings deposit • Amount of cash being deposited • Amount of checks being deposited (list more on reverse) • Total amount of checks listed on reverse of deposit slip • Total amount of deposit before cash received • Amount of cash to receive back • Total amount of money being deposited <p>Show the completed deposit slip. It shows the date, name, address, signature, and the cash and checks to be deposited.</p>	27-30
CPS Question 3	Check in on students' understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	31
The Check Register	<p>Explain to the cadets about the check register. Explain that:</p> <ul style="list-style-type: none"> • The check register tracks all checks and deposits in order to keep an accurate up-to-date account balance. • The check register is used to prevent an overdraft – "bouncing a check." 	32

Unit 9 / Lesson 3: NS4-U9L3 – Banking Procedures

The Check Register	<p>Explain to the cadets about the check register.</p> <ul style="list-style-type: none"> • Enter all information in the check register soon after writing a check. • It is easy to forget to enter the information. • Poor record keeping results in overdrafts and overdraft fees (Usually \$35 per overdrawn check). 	33
The Check Register	<p>Explain to the cadets how to fill out the check register. Show the following components of the check register:</p> <ul style="list-style-type: none"> • Check number or code used for debit or ATM withdrawal. • Date of transaction. • Person or business to whom the money is going. • Amount of transaction. • Check mark to show that the check has cleared. • Amount deposited into account. • Current/Running balance. <p>Show the completed check register. It shows a filled-in record of your banking transactions.</p>	34-36
Debit Cards	<p>Explain to the cadets about debit cards. Explain that debit cards:</p> <ul style="list-style-type: none"> • Look like a credit card. • Functions the same as a check on your checking account. • Must have a checking account to have a debit card. • Are used for personal banking at ATM machines. • Are also used for purchases at business location. • Requires the use of a PIN. 	37-38
Money Order	<p>Explain to the cadets about money orders. Explain that a money order:</p> <ul style="list-style-type: none"> • Is a payment order for a predetermined amount of money. • Is used in place of cash or checks. • Is purchased from financial institutions, the United States Post Office, or local convenience stores. 	39
Video on Spending Plan	<p>Show video on spending plan.</p>	40
CPS Question 4	<p>Check in on students' understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.</p>	41
Lesson Summary	<p>Explain to the cadets that, in this lesson, they have:</p> <ul style="list-style-type: none"> • Identified key terms associated with banking. • Learned the differences between banks, credit unions, and savings institutions. • Learned how to open a checking or savings account. • Learned how to fill out and deposit a personal check. 	42-43

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

(Lesson 4 of 4)

What Students Will Learn to Do:

In this lesson you will discuss forms such as IRS Form W-4, IRS Form W-2, and IRS Form 1040EZ

Skills and Knowledge to be Gained:

1. Define the key terms associated with the Internal Revenue Service (IRS)
2. Explain the function of the Internal Revenue Service
3. Explain the use and function of the following IRS forms: Form W-2, Form W-4, and Form 1040EZ

LESSON FLOW OUTLINE

Contact and Readiness, Objectives	Warm Up CPS Question 1	Internal Revenue Service (IRS)	IRS	Individual Income Taxes	Failure To Pay Income Taxes	Key Terms	CPS Question 2
IRS Form W-4 (A)	W-4 Personal Allowances Worksheet	W-4 Personal Allowances (A)	IRS Form W-4 Backside	W-4 Personal Allowances (B)	IRS Form W-4 (B)	CPS Question 3	IRS Form W-2
CPS Question 4	Individual Income Taxes – Key Terms	IRS Form 1040EZ (A)	IRS Form 1040EZ Instructions	IRS Form 1040EZ (B)	CPS Question 5	IRS Form 1040EZ (C)	CPS Question 6
IRS Form 1040EZ (D)	CPS Question 7	Video Tax Tips	Lesson Summary				

Key:

Textbook Content	Student Engagement and Assessment
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Outline of Instruction:

I. Preparation:

- Open CPS database, and expand folders until you see Unit 9, Lesson 4. Place a checkmark beside the NS4-U9L4 PowerPoint presentation, and these two CPS question deck files: NS4-U9L4 - Key Terms and NS4-U9L4 - Lesson Questions.
- Ensure that every student has a functional CPS response pad and a textbook.

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

II. Instructional Flow:

<u>Flow Item</u>	<u>Textbook Content / Student Engagement and Assessment</u>	<u>Slides</u>
Establish contact and readiness; provide lesson overview and objectives review	<p>Motivate students by relating real or imaginary events to help them see what the lesson will involve. Explain how this lesson ties in with other lessons.</p> <p>IRS forms play an important part of our everyday lives. In this lesson you will learn the importance of these IRS forms: Form W-2, Form W-4, and Form 1040EZ. You will also learn how to complete and use these forms.</p>	1-4
Warm Up CPS Question 1	<p>Warm-Up Question (lesson question 1) Warm-up questions are typically used to gauge students' level of interest, to generate interest in learning about upcoming topics, or to gauge prior opinions, knowledge or confidence in their knowledge, and/or uncover misconceptions that might be present. There may or may not be correct answers to these questions.</p> <p>Ask students to respond to the Warm-up question, with follow-up discussion based on responses as appropriate.</p>	5
Internal Revenue Service (IRS)	<p>Explain to the cadets that the Internal Revenue Service (IRS):</p> <ul style="list-style-type: none"> • Is an agency of the U. S Treasury Department. • Was established by President Lincoln in 1862 • Is headquartered in Washington, D. C. • Is responsible for the collection and enforcement of taxes. 	6
IRS	<p>Explain to the cadets that the IRS is engaged in the collection of taxes. Specifically, the IRS collects:</p> <ul style="list-style-type: none"> • Individual income taxes – personal income taxes paid by individuals • Employment taxes – taxes paid by employers on each employee • Corporate taxes – taxes paid by corporations • Gift taxes – taxes paid for the giving of gifts • Excise and estate taxes – taxes paid on trade and taxes paid on estates when someone dies 	7
Individual Income Taxes	<p>Explain that individual income taxes:</p> <ul style="list-style-type: none"> • Are deducted from your paycheck by your employer every pay period based on the Form W-4. • The deducted amount depends on a variety of factors. • The Income Tax Form 1040 is filed by April 15 for the previous year's taxes. • Taxes can be filed by mail or electronically. 	8
Failure to Pay Income Taxes	<p>Explain that income taxes must be paid every year. Failure to pay your income taxes in a timely fashion can result in:</p> <ul style="list-style-type: none"> • Stiff penalties – large percentage monetary penalties that must be paid along with the original tax due. • Possible jail time – prison for tax evasion can be for many, many years. Al Capone was convicted for tax evasion. 	9
Key Terms	<ul style="list-style-type: none"> • IRS Form W-4 - form used so your employer can withhold the correct amount of income tax from your pay. 	10-11

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

	<ul style="list-style-type: none"> Exemptions - you, your spouse, and number of dependents you have Other personal allowances are possible. Tax credit – is a direct, dollar-for-dollar reduction in tax liability. A tax credit is distinguished from a tax deduction which reduces taxes only by the percentage of a taxpayer's tax bracket. 	
CPS Question 2	Check in on students' understanding of information covered so far by engaging lesson question 2, with follow-up discussion as appropriate.	12
IRS Form – W-4	<p>Explain to the cadets about the W-4 Form:</p> <ul style="list-style-type: none"> The W-4 determines the amount of income taxes withheld from your paycheck. The W-4 form can be obtained online from www.irs.gov. Instructions on how to complete the form are on the form itself. <p>Show the cadets that the instructions are on the W-4 form.</p>	13-14
W-4 Personal Allowances Worksheet	<p>Explain that withholding is based on the number of personal allowances you elect. Personal allowances include:</p> <ul style="list-style-type: none"> "1" for yourself. "1" if only 1 job. "1" for spouse. The number of dependents you have. 	15
W-4 Personal Allowances Worksheet	<p>Explain that personal allowances also include:</p> <ul style="list-style-type: none"> "1" for head of household. Child or dependent care. "1" for child tax credit. Adjustments for multiple jobs 	16
IRS Form W-4 Personal Allowances	<ul style="list-style-type: none"> Show the W-4 form with "1" entered for yourself. Show the W-4 form with "1" entered if you are single and 1 job. Show the W-4 form with "1" entered for your spouse. Show the W-4 form with "2" entered for the number of dependents other than you and your spouse. Show the W-4 form with "1" entered for Head of Household personal allowance. Show the W-4 form with "1" entered for child or dependent care expenses if \$1800 or greater. Show the W-4 form with "1" entered for Child Tax Credit calculations. Show the W-4 form with lines A through G added. Note that other adjustments may be required. 	17-24
IRS Form W-4 Backside	Explain to the cadets that there is a Deductions and Adjustments Worksheet on the backside (Page 2) of the W-4. Use this only when needed. For example, if you plan to itemize deductions.	25

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

IRS Form W-4 Backside	<p>Explain to the cadets about the Two-Earners/Multiple Jobs Worksheet. Use this form only when needed.</p> <ul style="list-style-type: none"> Requires a high degree of understanding. Results go on line 6, page 1 of the W-4. 	26
IRS Form W-4 Personal Allowances	<p>Explain to the cadets that:</p> <ul style="list-style-type: none"> On line “H,” total the number of allowances on the worksheet. On line “5,” total the number of allowances on the Employee’s Withholding Allowance Certificate. <p>The Employee’s Withholding Allowance Certificate is on the bottom of the Form W-4 and is designed to be neatly torn off.</p>	27
IRS Form W-4	<p>Explain to the cadets that there is still more to the W-4.</p> <ul style="list-style-type: none"> If appropriate, include an additional voluntary withholding amount (from page 2 worksheets). This resulting calculation determines how much is withheld from you pay each pay period. <p>Explain to the cadets that they must turn in the Employee’s Withholding Allowance Certificate to their employer at the start of a new job.</p>	28-29
CPS Question 3	Check in on students’ understanding of information covered so far by engaging lesson question 3, with follow-up discussion as appropriate.	30
IRS Form W-2	<p>Explain to the cadets about the IRS Form W-2, the Wage and Tax Statement.</p> <ul style="list-style-type: none"> Sent by your employer by Jan 31. Shows wages, tips, and other compensation for all of prior year. Shows income tax withheld for all of prior year. 	31
IRS Form W-2	<p>Explain to the cadets about the IRS Form W-2, the Wage and Tax Statement.</p> <ul style="list-style-type: none"> Sent by every employer you had during the year. Used for income tax preparation. 	32
IRS Form W-2	<ul style="list-style-type: none"> Show the W-2 form with the callout box showing wages, tips and other compensation. The callout box is also shows income tax withheld. Show the W-2 form with the callout box showing social security wages and social security tax withheld. Show the W-2 form with the callout box showing Medicare wages and tax withheld. The callout box also shows social security tips and allocated tips. Show the W-2 form with the callout box showing additional information such as 401K plan amount. Show the W-2 form with the callout box showing state wages, tips, income tax, and other income information for state tax purposes. Show a completed W-2 form with boxes filled in. 	33-38
CPS Question 4	Check in on students’ understanding of information covered so far by engaging lesson question 4, with follow-up discussion as appropriate.	39

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

Individual Income Taxes – Key Terms	<ul style="list-style-type: none"> • Form 1040 – the form used to file income taxes • Taxable Income – income from salary, interest, dividends, etc. • Deductions – items such as mortgage interest, real estate taxes, etc. that reduce taxes by a percentage of your tax bracket • Filing status – whether you are filing single, or married filing jointly • Withholding allowances – the number of individuals used for tax planning purposes 	40-41
IRS Form 1040EZ	<p>Explain to the cadets that:</p> <ul style="list-style-type: none"> • Form 1040EZ is used to file personal income taxes • It is the easiest and quickest form to fill out • Preparation assistance is available from the IRS, banks, and commercial preparers 	42
IRS Form 1040EZ Instructions	<p>Explain to the cadets that:</p> <ul style="list-style-type: none"> • An IRS instruction booklet is available for the 1040EZ • Can be obtained online at www.irs.gov. • Tax preparation computer programs such as “TurboTax” have online helps and instructions 	43
IRS Form 1040EZ	<p>Explain to the cadets that the requirements to fill out the Form 1040EZ include:</p> <ul style="list-style-type: none"> • The employer provided W-2 • Interest received (not over \$1500) • Must use tax tables • Calculator • Checking account number and routing number 	44
IRS Form 1040EZ	<ul style="list-style-type: none"> • The callout box shows the label section of the form. To complete the 1040EZ, fill in: <ul style="list-style-type: none"> • Name, address, and social security number • Add spouse info if filing jointly • Check box for \$3 to Presidential Election Campaign fund • The callout box shows the label section of the form. To complete the 1040EZ, fill in: <ul style="list-style-type: none"> • Add spouse info if filing jointly • The callout box shows the label section of the form. To complete the 1040EZ: <ul style="list-style-type: none"> • Check box for \$3 to Presidential Election Campaign fund. 	45-47
IRS Form 1040EZ	<p>The callout box shows the income section of the form. To complete the 1040EZ, fill in:</p> <ul style="list-style-type: none"> • Wages, salaries, and tips. • Taxable interest. • Unemployment compensation in excess of \$2400. • Result is Adjusted Gross Income. 	48

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

IRS Form 1040EZ	<ul style="list-style-type: none"> The callout box shows the income section of the form. To complete the 1040EZ, fill in: <ul style="list-style-type: none"> Taxable interest. The callout box shows the income section of the form. To complete the 1040EZ, fill in: <ul style="list-style-type: none"> Unemployment compensation in excess of \$2400. The callout box shows the income section of the form. <ul style="list-style-type: none"> The result on line 4 is Adjusted Gross Income. The callout box shows the income section of the form. There is a reminder to: <ul style="list-style-type: none"> Attach the Form W-2 to the tax return for you and your spouse. Enclose any payment to the IRS. The callout box shows the income section of the form. There is a reminder to: <ul style="list-style-type: none"> Enclose any payment to the IRS. The callout box shows the income section of the form. To complete the 1040EZ: <ul style="list-style-type: none"> Line 5, enter the dollar amount to claim you and your spouse. 	49-54
IRS Form 1040EZ	<p>The callout box shows the dependents worksheet section of the form. To complete the 1040EZ:</p> <ul style="list-style-type: none"> Use the worksheet for line 5 dependents. <p>The callout box shows the income section of the form.</p> <ul style="list-style-type: none"> Line 6 is taxable income. 	55-56
CPS Question 5	Check in on students' understanding of information covered so far by engaging lesson question 5, with follow-up discussion as appropriate.	57
IRS Form 1040EZ	<p>The callout box shows the payments, credits, and tax section of the form. To complete the 1040EZ:</p> <ul style="list-style-type: none"> Enter federal income tax withheld. <p>The callout box shows the payments, credits, and tax section of the form. To complete the 1040EZ:</p> <ul style="list-style-type: none"> Enter making work pay credit. 	58-59
IRS Form 1040EZ	<p>The callout box shows the Making Work Pay Worksheet of the form. To complete the 1040EZ:</p> <ul style="list-style-type: none"> Use the worksheet to determine line 8 - the Making Work Pay credit 	60
IRS Form 1040EZ	<p>The callout box shows the payments, credits, and tax section of the form.</p> <ul style="list-style-type: none"> Enter the earned income credit 	61

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

IRS Form 1040EZ	<p>Explain to the cadets that you can calculate the Earned Income Credit (EIC) using the worksheet.</p> <ul style="list-style-type: none"> Follow the steps and arrows on the worksheet This credit applies only if you have a qualifying child <p>The callout box shows the payments, credits, and tax section of the form.</p> <ul style="list-style-type: none"> Enter the nontaxable combat pay election 	62-63
IRS Form 1040EZ	<p>The callout box shows the Payments, Credits, and Tax section of the form. To complete the 1040EZ:</p> <ul style="list-style-type: none"> Add lines, 7, 8, and 9a. These are your total payments and credits 	64
IRS Form 1040EZ	<p>Explain to the cadets that the callout box shows line 6. Line 6 is the calculation to determine taxable income.</p> <ul style="list-style-type: none"> Follow the instructions to calculate taxable income <p>Explain to the cadets that the callout box shows line 6. Line 6 is the calculation to determine taxable income.</p> <ul style="list-style-type: none"> Use the amount on line 6 and the tax tables in the instructions to calculate your tax 	65-66
IRS Form 1040EZ	<p>Explain to the cadets to use the tax table to find the tax.</p> <ul style="list-style-type: none"> Calculate the tax Use the taxable income amount on line 6 and the tax tables in the instructions to calculate your tax <p>Explain to the cadets to use the tax table to find the tax.</p> <ul style="list-style-type: none"> From the tax table, locate your taxable income in the left column Locate your tax filing status (Single, married filing jointly, married filing separately, Head of a household) Find your tax at the intersection of the row and column (shown in blue) 	67-68
CPS Question 6	<p>Check in on students' understanding of information covered so far by engaging lesson question 6, with follow-up discussion as appropriate.</p>	69
IRS Form 1040EZ	<p>Explain to the cadets that on line 11, enter the tax found from the tax tables.</p>	70
IRS Form 1040EZ	<p>The callout box shows the Refund section of the form. To determine if you have a refund coming:</p> <ul style="list-style-type: none"> If line 10 is larger than line 11, subtract line 11 from line 10. This is your refund. <p>The callout box shows the Refund section of the form.</p> <ul style="list-style-type: none"> If you have a refund coming and want it deposited into your bank account, enter your checking or savings account routing number and account number. 	71-72

Unit 9 / Lesson 4: NS4-U9L4 – IRS Forms

IRS Form 1040EZ	<p>The callout box shows the <i>Amount You Owe</i> section of the form. To determine if you owe money to the IRS:</p> <ul style="list-style-type: none"> On line 13, if line 11 is larger than line 10, subtract line 10 from line 11. This is the amount you owe. <p>The callout box shows the <i>Amount You Owe</i> section of the form. Line 13 is the amount you owe.</p>	73-74
IRS Form 1040EZ	<p>The callout box shows the <i>Third Party Designee</i> section of the form.</p> <ul style="list-style-type: none"> If you want another person to discuss the return with the IRS, fill in the appropriate information. 	75
IRS Form 1040EZ	<p>Explain to the cadets that it is very important for them to sign their return. The callout box shows the <i>Sign Here</i> section of the return.</p> <ul style="list-style-type: none"> Read the statement that the return is true, correct, and accurate 	76
IRS Form 1040EZ	<p>Explain to the cadets that it is very important for them to sign their return. The callout box shows the Sign Here section of the return.</p> <ul style="list-style-type: none"> You and your spouse sign the return 	77
IRS Form 1040EZ	<p>Explain to the cadets that there are some final steps to completing the Form 1040EZ.</p> <ul style="list-style-type: none"> Recheck all calculations Check the return is signed Enclose a check (if money is owed) and W-2 Mail by April 15th 	78
	<p>Explain to the cadets that they should mail the completed Form 1040EZ to the appropriate IRS Service Center. This is based on the state where they live. An IRS Service Center location is shown in the red box.</p>	79
CPS Question 7	<p>Check in on students' understanding of information covered so far by engaging lesson question 7, with follow-up discussion as appropriate.</p>	80
Video on Tax Tips	<p>Show video on tax tips.</p>	81
Lesson Summary	<p>Explain to the cadets that in this lesson, they have learned the key terms associated with the Internal Revenue Service (IRS). Explain to the cadets that in this lesson, they have learned the functions of the Internal Revenue Service (IRS).</p> <p>Explain to the cadets that in this lesson, they have learned the use and function of the following IRS forms:</p> <ul style="list-style-type: none"> Form W-2 Form W-4 Form 1040EZ 	82-84

Naval Science 4

Linked Standards/Chapter Matrix

Common Core ELA Grades 11-12

	NS4-U1: Thinking Ethically	NS4-U2: Leadership Group Dynamics	NS4-U3: Positive Leadership Techniques	NS4-U4: Leading By Example	NS4-U5: Criticism and the Naval Officer	NS4-U6: The Basics of Effective Communication	NS4-U7: Communication- A Two-Way Exchange	NS4-U8: Avoiding Communication Pitfalls	NS4-U9: Financial Wisdom
RI.11-12. READING: INFORMATIONAL TEXT	X	X	X	X	X	X	X	X	X
RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	X	X	X	X	X	X	X	X	X
W.11-12. WRITING			X	X	X	X	X	X	
W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.							X	X	
W.11-12.B. PRODUCTION AND DISTRIBUTION OF WRITING					X	X	X	X	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			X	X	X	X	X	X	
W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.			X	X	X	X	X	X	
W.11-12.D. RANGE OF WRITING			X	X	X	X	X	X	X
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.			X	X	X	X	X	X	X
SL.11-12. SPEAKING AND LISTENING	X	X	X	X	X	X	X	X	X
SL.11-12.A. COMPREHENSION AND COLLABORATION	X	X	X	X	X	X	X	X	X

	NS4-U1: Thinking Ethically	NS4-U2: Leadership Group Dynamics	NS4-U3: Positive Leadership Techniques	NS4-U4: Leading By Example	NS4-U5: Criticism and the Naval Officer	NS4-U6: The Basics of Effective Communication	NS4-U7: Communication- A Two-Way Exchange	NS4-U8: Avoiding Communication Pitfalls	NS4-U9: Financial Wisdom
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	X	X	X	X	X	X	X	X	X
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	X	X	X	X	X	X	X	X	X
SL.11-12.B. PRESENTATION OF KNOWLEDGE AND IDEAS			X		X	X	X	X	
SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			X		X	X	X	X	
L.11-12. LANGUAGE	X	X	X	X	X	X	X	X	X
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X	X	X	X	X	X	X
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	X	X	X	X	X	X	X	X
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	X	X	X	X	X	X	X	X	X
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X					X			
L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	X	X	X	X	X	X	X	X	X