ARMY JROTC

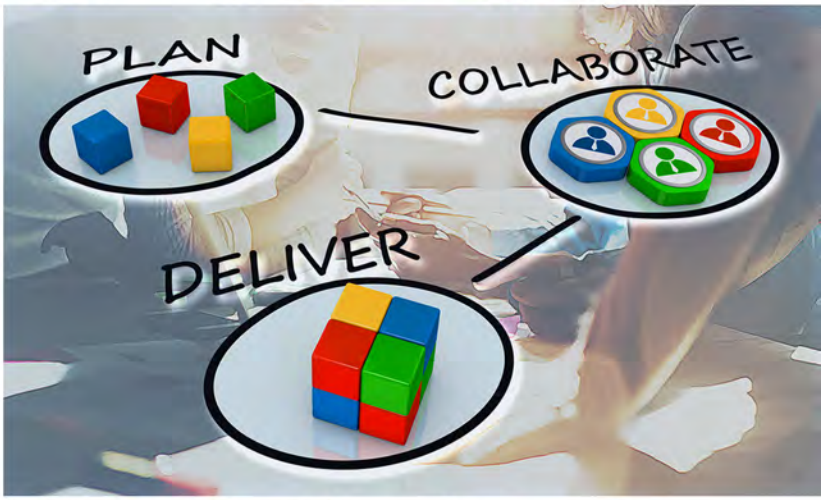
LEADERSHIP 3

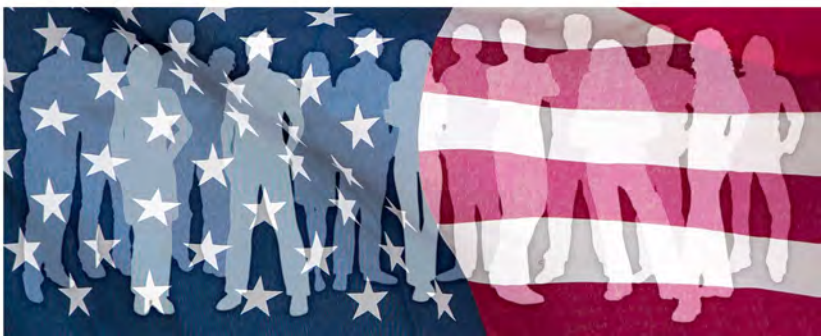
Education and Training

UNIT 3: LET 3 - THE SUPERVISING LEADER









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ARMY JROTC

LEADERSHIP
Education and Training

UNIT 3: LET 3
The Supervising Leader

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

HEADQUARTERS, DEPARTMENT OF THE ARMY

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Preface

Unit 3 - Leadership Education and Training (LET) 3: The Supervising Leader is the third of four courses in the Army Junior Reserve Officers' Training Corps (JROTC) program. This textbook supports twenty lessons and is designed and written just for you, a leader in your school, community, and in your JROTC program. It will be an invaluable resource of content as you work on your learning activities.

The JROTC program is designed to help develop strong leaders and model citizens. As a third-year Cadet, you'll continue to build on Unit 1 and 2 knowledge and skills, and find yourself being introduced to new content that will help you develop your supervisory skills and abilities.

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

Chapter 1: Leadership learning experiences provide you with opportunities to supervise others, make leadership decisions, and assess your own management style. In this chapter, you will learn to take on more responsibilities in your battalion by working on project plans and continuous improvement.

Chapter 2: Personal Growth and Behaviors will help prepare you for necessary decisions about your future education. In this chapter, you'll explore the education requirements of your desired career goals and research how to financially obtain them. You'll learn time management strategies, essential skills in all leaders.

Chapter 3: Team Building continues to build on drill and ceremony protocol. In this chapter, you will analyze the duties of a platoon leader or sergeant and focus on the skills and abilities for executing platoon drills.

Chapter 4: Decision Making will help expose you to the common stereotypes, relationship conflicts, and prejudice of our society. In this chapter, you'll explore strategies for neutralizing prejudice in your own relationships and how to develop negotiating strategies to help others resolve conflicts.

Chapter 5: Health and Fitness will focus on the troubling effects of drugs, tobacco, and alcohol on today's society. In this chapter, you'll identify substance abuse behaviors and its impact on health, and learn strategies for responding appropriately to abusers.

Chapter 6: Service Learning is a required lesson of the JROTC program. In this chapter, you will move from participating and evaluating service learning projects to playing a key role in service learning planning and implementation.

Chapter 7: Citizenship and Government will look more deeply at the definition of a citizen and your responsibility and role as a contributing member of a strong community.

Textbook Organization

Chapters are divided into several lessons, which correlate with Student Learning Plans that are provided in your Unit 3 Cadet Notebook. Each lesson identifies a lesson competency

called ***What You Will Learn to Do*** and the lesson's ***Learning Objectives***. Section headings and sub-headings throughout the lesson text clearly point to each learning objective in the lesson.

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

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

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

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

Acknowledgements

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

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

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CHAPTER 1



Figure 1.0



LEADERSHIP



Chapter Outline

LESSON 1: Command and Staff Roles (p.4)
What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?

LESSON 2: Leading Meetings (p.12)
How can you make meetings orderly and effective?

LESSON 3: Planning Projects (p.22)
How can you develop projects for your school or battalion?

LESSON 4: Continuous Improvement (p.30)
How will you lead your battalion to achieve continuous improvement?

LESSON 5: Management Skills (p.40)
How can you improve your management skills?

LESSON 6: Ethics in Leadership (p.50)
How do ethics impact your role as a leader?

LESSON 7: Supervising (p.62)
How can I improve my supervisory skills?

LESSON 1

Command and Staff Roles



Key words

- command channels
- coordinating staff
- logistics
- personal staff
- staff channels

What You Will Learn to Do

Explain how command and staff roles relate to leadership duties in your battalion

Linked Core Abilities

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

Learning Objectives

- **Examine** common JROTC battalion command and staff structure
- **Describe** typical functions of a battalion commander and staff
- **Define** key words: command channels, coordinating staff, logistics, personal staff, staff channels

Essential Question

What are the roles and responsibilities of commanders and staff as they plan and conduct battalion training and operations?

Introduction

As commanders or staff officers in your Cadet battalion, you need to be prepared to meet the challenges of your position. Your success or failure may not only depend upon your abilities as a leader, but on how well you execute command and staff actions. You also need to work well with subordinate commanders and staff officers of the battalion.

In this lesson, you'll learn about command and staff authority, command and staff actions, and staff organization and operations. When you complete this lesson, you will have a better understanding of command and staff roles relate to your duties in your Cadet battalion.

Model Cadet Battalion Organization

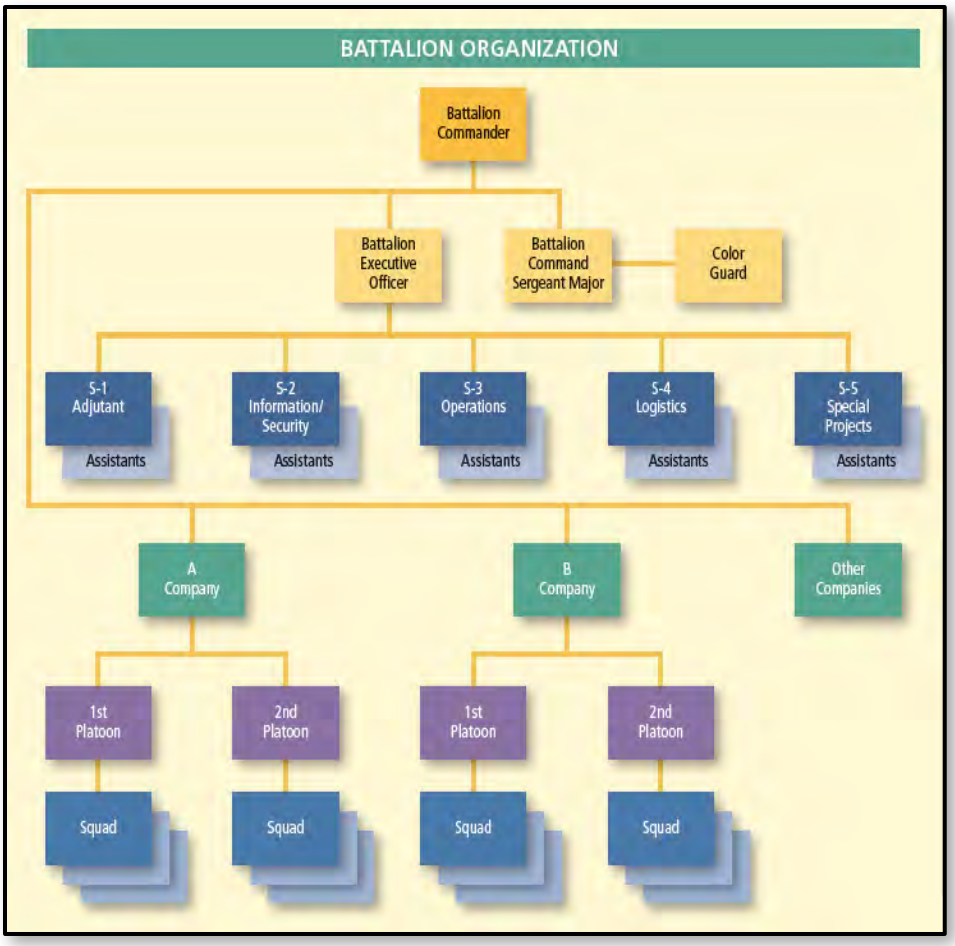


Figure 1.1.1

Now that you are in a principal leadership position in your battalion, your job may require you to coordinate activities or work in conjunction with the personnel assigned to those positions. To be an effective leader, you need to know all of these positions and their related duties. Studying them will also reinforce your knowledge of the chain of command. The battalion organization chart in *Figure 1.1.1* is a model chart. Your Cadet battalion may contain additional positions or list different duties for them.

Command Authority and Responsibilities

Command is the authority that a commander lawfully exercises over subordinates by virtue of rank or assignment. With authority comes responsibility. While there is no legal basis for command in a Cadet battalion, commanders and other key leaders exercise authority given to them by the Senior Army Instructor (SAI).

JROTC commanders function as commissioned officers—they can command everyone in their battalion. In contrast, non-commissioned officers carry out the commander's orders. Commissioned officers are like the head of a company while non-commissioned officers are like middle-managers.



Figure 1.1.2

Commanders are responsible for everything their unit does or fails to do. Through a chain of command, commanders hold each subordinate commander and staff officer responsible for all that their unit or section does or fails to do.

The battalion commander has the most demanding job. He or she must be mature, willing to accept responsibility, able to delegate authority, and be competent at supervising others. Commanders are Cadets who have demonstrated leadership ability and good academic standing.

In Army JROTC, the battalion commander:

- Is responsible for all battalion activities
- Sets battalion goals and objectives
- Manages officer promotions and assignments
- Provides planning guidance for battalion activities
- Approves battalion plans and orders
- Prepares the battalion for the JROTC Program for Accreditation (JPA)
- Supervises the battalion executive officer (XO), command sergeant major (CSM), and company commanders
- Provides guidance to company commanders—duties and responsibilities
- Prepares and delivers the battalion commander part of the battalion briefing
- Conducts periodic inspections

Commanders have a mission to accomplish. In order to succeed, they must effectively use available resources for planning, organizing, directing, coordinating, and controlling members of the battalion. No one individual can personally direct, coordinate, and supervise the operation of a battalion-size unit or larger. Regardless of how capable, educated, experienced, or energetic commanders may be, they must have assistance. This assistance comes from a group of officers and senior non-commissioned officers (NCO). These officers are called staff.

The following paragraphs describe typical battalion staff organization and function. Your battalion may be different and that's ok. Details about how your battalion staff operates should be contained in your battalion standing operating procedures (SOP).

Staff Responsibilities

Each year, JROTC instructors choose Cadets who will become battalion staff members. They bond and work together to become an effective team. The battalion staff is the glue that bonds the organization together. Staff keeps the battalion running like a well-oiled machine.

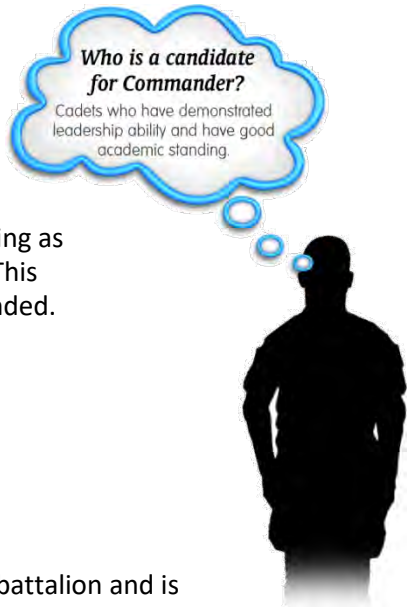


Figure 1.1.3

Staff reduces their commander's burden by accomplishing as many of the routine matters of command as possible. This leaves commanders to serve in leadership roles as intended. A Cadet battalion typically has two types of staff:

- **Personal staff** – The CSM and the color guard
- **Coordinating staff** – The XO and all of the staff positions the XO supervises

COMMAND SERGEANT MAJOR (CSM)

The CSM is the senior non-commissioned officer in the battalion and is the principal assistant to the commander on junior enlisted personnel and NCO matters. The CSM provides input on battalion goals and objectives and supervises the battalion color guard. The CSM leads the NCO support channel. He or she works through subordinate NCOs (First Sergeant, Platoon Sergeant, and Squad Leader) to accomplish the mission, goals, and objectives established by the chain of command.

Other responsibilities of the CSM include:

- Maintaining the national, state, and battalion Colors
- Entering color guard participation into the Cadet Record (JUMS)
- Coordinating with battalion Senior NCOs (First Sergeant and Platoon Sergeant) and other staff Officers.
- Giving input to battalion plans and orders
- Preparing and delivering the battalion CSM portion of the battalion staff briefing
- Managing NCO/Cadet promotions
- Ensuring cleanliness and maintenance of all battalion areas

Key words

personal staff:
A commander's command sergeant major and the color guard

coordinating staff:
A commander's executive officer and all of the staff positions the executive officer supervises

EXECUTIVE OFFICER (XO)

The XO supervises and coordinates staff to prevent overlapping efforts and ensure that the commander's goals are achieved. He or she sets specific goals for the staff and supervises them. The XO keeps staff informed of policies and projects. If the battalion commander is absent, the XO is in charge. Other duties of the XO are to:

- Stay abreast of the battalion long range calendar (extra-curricular)
- Coordinate battalion staff actions (staff works as a team)
- Review battalion plans and orders prior to commander approval
- Prepare the battalion staff for the JPA
- Supervise preparation of the battalion staff briefing
- Prepare and deliver the battalion XO portion of the battalion staff briefing
- Formulate, recommend, and announce staff operating policies
- Keep the commander informed
- Approve staff actions
- Supervise the execution of orders

Staff positions work in five different areas of responsibility. All staff positions are responsible for:

- Setting the goals and objectives of their area
- Keeping current with the battalion long range calendar
- Coordinating with other staff officers
- Providing input for their area to battalion plans and orders
- Preparing their section for the JPA
- Preparing and delivering their portion of the battalion staff briefing



Figure 1.1.4

S-1 (ADJUTANT, PERSONNEL)

The S-1 Cadet is the battalion adjutant and has many administrative duties. The S-1 uses the JROTC Unit Management System (JUMS) to record enrollment in JROTC, promotions, demotions, leadership assignments, awards, team membership, and event participation.

S-2 (SECURITY/INFORMATION)

The S-2 Cadet is the battalion security officer. They are responsible for maintaining the battalion arms rooms and keeping an inventory of all sensitive or pilferable government property (including computers, laptops, mobile devices, drill rifles, and air rifles).

S-3 (OPERATIONS AND TRAINING)

S-3 is in charge of battalion plans, operations, and training. The S-3 Cadet integrates battalion and school activities. They publish orders and are responsible for planning major battalion activities and briefing companies. The S-3 prepares risk assessments for all major battalion activities, keeps a school year training calendar, and publishes the weekly training schedule.

S-4 (LOGISTICS)

The S-4 Cadet is in charge of **logistics**. The S-4 Cadet is responsible for maintaining battalion supply rooms, inventories of supplies, issuing uniforms, and alerting the Army Instructor (AI) if supplies are low. They are also accountable for battalion property and provide supplies for all major battalion activities.

Like other staff position, the S-4 is an expert in JUMS and maintains Cadet uniforms and equipment records in the system. The S-4 also helps issue Cadet uniforms and accessories.

Key words

logistics:
A branch of military science dealing with movement of supplies, equipment, and personnel

S-5 (SPECIAL PROJECTS)

The S-5 Cadet is typically the public affairs officer (PAO). Unlike other staff positions, the S-5 usually does not work with JUMS recordkeeping, but instead focuses on getting the word out about battalion activities, events, awards, etc. The S-5 also:

- Develops the battalion recruiting plan
- Coordinates with school yearbook and newspaper (if available)
- Maintains bulletin boards in the school
- Maintains the battalion historical scrap book
- Ensures photos are taken of battalion activities
- Prepares a periodic battalion newsletter
- Prepares and submits articles to local news media



Figure 1.1.5

Staff Organization

Regardless of its organization, a staff must apply the principles of unity of command and direction, span of control, delegation of authority, and the grouping of compatible and related activities. Consequently, staff organization depends upon the following factors.

- *Activities conducted by the unit* – The unit's mission(s) and its activities go hand-in-hand. For example, all of the duties and responsibilities that make up the unit's activities—especially those required to accomplish the unit's mission(s)—are fundamental to the organization and functioning of a staff.
- *Emphasis on broad fields of interest* – The staff positions generally cover five broad areas of interest: personnel, security/ information, operations, logistics, and special projects. The emphasis placed on each of these broad fields of interest, and the specialized activities required for each, vary according to the mission and the activities required to accomplish the mission.

  For example, within your JROTC battalion, the S-2 may also handle public affairs matters while the S-5 could be assigned as the special project's officer. Although military staffs may vary in

organization and specific titles of its staff members, they do possess certain common characteristics. Functional responsibilities are the basis for all military staff organizations.

Common Staff Procedures

Staff officers use common procedures to coordinate staff action. In addition to staff coordination, these include visits and inspections, conferences, briefings, and reports.

STAFF COORDINATION

Staff coordination is the process of making certain that all pieces of a staff action fit together. The responsible action officer and all other interested staff officers examine and make adjustments to any sub-actions of the project. Staff officers then determine the proper action within their section's area of interest. Finally, the action officer has the added responsibility to complete the coordination with other commanders and staff sections, as appropriate.



Figure 1.1.6

VISITS AND INSPECTIONS

Staff officers make assistance visits to obtain information for the commander, observe the execution of orders, and assist subordinate unit commanders. Concerning the first two points, the information that staff officers obtain can indicate to their commander how effectively or efficiently subordinate units are at executing command decisions. Concerning the last item, a vital part of the staff officer's job is to discover and help subordinate elements to resolve internal problems. On occasion, staffs may combine staff visits with command-directed inspections.

Commanders and/or staffs conduct inspections to ascertain the condition of the command. Using checklists prepared by the various staff sections, commanders and staffs conduct inspections to collect positive and negative information from which the commander can determine the readiness of the unit to accomplish its mission(s).

CONFERENCES, BRIEFINGS, AND REPORTS

Commanders and staff officers frequently participate in conferences. Conferences often replace the need for staff visits and certain types of correspondence. Commanders and staffs call conferences to accomplish the following objectives.

- Determine and evaluate facts by exchanging information and ideas
- Solve problems (particularly new ones)
- Coordinate actions, including arriving at the best possible decision or reaching agreement in a particular area
- Formulate policy
- Instruct, counsel, or advise

Staff briefings ensure a coordinated or unified effort by the entire staff. The XO usually presides over these briefings. The XO calls upon each staff section representative to exchange information or guidance, present matters of interest to the command, or present matters that require staff coordination and decision.

Command Communication

There are two channels through which orders, instructions, and information flow within a command. They are the command and staff channels.

Command channels transmit all orders and instructions to subordinate units. These channels are commander-to-commander, and all orders transmitted are in the name of the commander.

Staff channels coordinate and transmit information and operating instructions to comparable staff elements and to subordinate commanders. For example, the battalion S-2 might provide information to a company commander.

Both in planning and conducting operations, staff officers of a higher headquarters frequently need to contact comparable staff elements of subordinate headquarters. However, a staff officer of a higher headquarters has no authority over the staff of the subordinate headquarters. For example, the S-1 may communicate with the S-1 in a subordinate headquarters, but he or she cannot give the subordinate S-1 orders.

Key words

command channels: The communication route for commanders to transmit orders to all subordinate units; all orders are transmitted in the name of the commander

staff channels: The communication route for staff to transmit information to other staff and subordinate commanders

Conclusion

By now, you should have a good idea about the manner in which a unit successfully accomplishes its missions. By understanding command and staff roles and procedures, you'll be better qualified to assume the top leadership positions in your Cadet battalion.

Lesson Check-up



- **Why is it important to understand how the staff works together to facilitate battalion training and activities?**
- **What are the major functional areas (fields of interest) for each coordinating staff officer?**
- **How will the staff ensure that subordinate units understand and implement the plan once it is approved by the commander?**

LESSON 2

Leading Meetings



Key words

- **agenda**
- **minutes**

What You Will Learn to Do

Prepare to lead meetings

Linked Core Abilities

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

Learning Objectives

- **Describe** how to plan for a meeting
- **Explain** the general rules for leading and participating in effective meetings
- **Define** key words: agenda, minutes

Essential Question

How can you make meetings orderly and effective?

Introduction

Many people dislike meetings. Meetings are often unorganized with no focus on goals or outcomes. Attendees are unaware of their roles and responsibilities. Meeting participants can easily become bored and distracted.

Meetings don't have to be like this. In this lesson, you'll learn about the keys to leading effective meetings. You'll also learn about general rules to follow when leading and facilitating meetings. The lesson includes some sample tools that you can use when you are leading a project and expect to lead regular meetings with your project team.



Figure 1.2.1

Types of Meetings

As a JROTC Cadet, you'll participate in four different types of meetings or briefings. Each type has a different purpose.

Information Briefing – This type of meeting focuses on informing people. It does not include conclusions or recommendations. It does not require decisions.

Decision Briefing – In this type of meeting, people work to answer a question or make a decision about a course of action. At the end of the meeting, the group has a recommended decision, based on their analysis of a problem or project. Decision briefings vary in formality and detail, depending on the level of command and the decision-makers knowledge of the subject.

Mission Briefing – The goal of this type of meeting is to obtain a coordinated or unified effort toward accomplishing the mission. Mission briefings often include the exchange of information, the announcement of decisions within a command, the issuance of directives, or the presentation of guidance.

Staff Briefing – The goal of this kind of meeting is to coordinate unit efforts by informing the commander and staff of current activities, projects, or other issues. The person who convenes the staff briefing sets the **agenda**.

Key words

agenda:
A plan or outline for a meeting

Each staff representative presents information from his or her functional areas. Staff briefings may involve an exchange of information, announcement of decisions, issuance of directives, or presentation of guidance. This is why staff briefings may have characteristics of the other three types of briefings.

The guidelines for an effective meeting are relevant—regardless of the type of meeting you hold. As you'll see, defining the purpose of the meeting is a critical part of leading an effective meeting.

Keys to Leading Meetings

No one wants to attend long boring meetings that have no focus. As a Cadet leader, you can ensure that this does not happen with your team. Effective leaders prepare for meetings in advance. They start meetings with a clear purpose and goal. They make sure everyone at the meeting has input and that no one person dominates the meeting. They keep the meeting on track and keep records of important meeting items.

Leading meetings requires good organizational skills and good people skills. Effective meeting leaders pay attention to five elements in their meetings:

1. *Planning* – All of the things that must be done to prepare for a meeting
2. *Starting* – How you set the tone and create the climate for the meeting
3. *Focusing* – How you keep the meeting on track
4. *Facilitating* – The many things a leader can do to involve participants, be supportive, resolve conflict, and manage differences
5. *Concluding* – The way in which the leader ends the meeting, usually by summarizing major decisions and reviewing assigned tasks

Some of these steps will involve the content of the meeting—*what* the group discusses, action taken, or information shared. You'll also learn about the processes in a meeting—*how* the group works together and makes decisions.

Planning the Meeting

How do you typically plan for a meeting? Thorough planning is essential to leading a successful meeting. The six steps listed below can help you with your planning.

CLARIFYING THE PURPOSE OF THE MEETING

This is a short statement describing the primary purpose of the meeting. It should start with a verb (solve, view, inform, negotiate, listen, review, plan). For example, if you are having a decision briefing, the meeting purpose might be "Decide on a service project for this semester."



Figure 1.2.2

DEFINING THE OUTCOMES

The outcome describes the expected results of the meeting—the product that participants will take away with them when the meeting is over. It should be closely linked to the purpose of the meeting. The outcome can be a written plan or new knowledge. It may include both task and process outcomes. It is written with nouns and phrases, not verbs (an action plan, a solution, a decision, clarity, an informed staff are task outcomes, a cooperative attitude, commitment, motivated team members are process outcomes). For example, if the purpose of the meeting is to decide on a service project, the outcome will be the name or description of the service project your team decided on.

CREATING THE AGENDA

Decide when and where to meet and what supplies you'll need (computers, refreshments, chart paper). Choose a time and location that is workable for the people you will invite. Decide how long your meeting will be. Remember that energy and concentration in meetings drops after two hours. Try to keep your meetings in the 30-60 minute range.

The length of your meeting will depend on the content of your agenda, which is driven by the purpose and outcomes you've defined. When writing an agenda, prioritize your topics and establish timeframes for each topic. Allow time for new business or unexpected topics towards the end of the meeting.

The written agenda should have the following information:

- Meeting time, location, purpose, and goals
- Agenda topics (include a sentence that would define each item and why your group is addressing it)
- Presenters for each topic, if appropriate
- Time allocation for each topic
- Type of action required (discussion, decision, announcement)

Key words

minutes:
The official record of what happened at a meeting

INVITING ATTENDEES

Determine who should attend the meeting. Essential attendees are those with relevant information or expertise, decision-makers, and anyone who might have a role in implementation of your project outcomes.



Figure 1.2.3

Some of your meeting participants will have an assigned task. Typical meeting tasks include:

- *Meeting leader or facilitator* – Manages the meeting
- *Timekeeper* – Keeps track of time and reminds the group about planned times listed in the agenda
- *Recorder* – Keeps meeting **minutes** (who attended, who was absent, what was discussed, decided, postponed, etc.)

- *Process observer* – Insures ground rules are followed. Ground rules are guidelines for the meeting process. Examples are: one person at a time talks, listen to the person who is talking, no side conversations, limit contributions to five minutes.

Deliver copies of the agenda to meeting participants in advance. Allow participants enough time to prepare for the meeting. Some of the participants may need to present information to the group, or report on their findings or progress.

PREPARING THE MEETING PRESENTATION

Not all meetings will have a central presentation or briefing. When there is a presentation, the presenters need to plan and prepare. Presenters must be clear about the purpose of their briefing. They should consider their audience, the setting, and determine any time constraints. Good presentations include an introduction and conclusion. Good presenters also rehearse and revise their briefings as many times as needed. If appropriate, they create audio-visuals or handouts of their presentation and other documents. They also consider how and when to answer questions.

PREPARING THE MEETING ROOM

One or two people can work on preparing the meeting room in advance. If you are inviting high-ranking dignitaries, coordinate with protocol officers to ensure the room is properly prepared. Check and verify all audiovisual equipment and ensure the room is adequate for your group's needs (charts, internet access logins, electrical outlets, etc.).



Figure 1.2.4

Assign seating positions and place name placards. Prepare to distribute printed materials. Adjust the lighting and queue the presentations as needed.

Initially these steps might seem like a lot of work and somewhat tedious. However, when you become comfortable with the steps you will find they become automatic. One of the positive results of leading effective meetings is earning the respect of others. Meeting participants will respect you for being organized, thoughtful, and not wasting their time.

Starting the Meeting

How you start the meeting can set the tone for success. The following are activities that should be included at the start of the meeting:

- Welcome and introductions (roll call and ice breaker)
- Statement of the purpose/task
- Meeting outcomes/goals
- Provide background
- Review or develop the agenda (use chart paper or a chalk board to list or revise the agenda)
- List or set ground rules
- Clarify roles (define who is the timekeeper, recorder, etc.)

Content Enhancement:

GROUND RULES

How your group develops ground rules is up to you. The list below includes a few common ground rules for meetings:

- Raise your hand if you want to talk or ask a question.
- Don't talk or whisper to neighbors when another person has the floor.
- Turn off cell phones.
- Limit individual comments on a topic to three minutes until everyone has had a chance to speak.
- New topics that are not on the agenda can only be introduced if a majority of participants agree.

Focusing the Meeting

One of the major challenges in leading a meeting is keeping the meeting focused. There are many ways to assure your meeting adheres to the agenda.



Figure 1.2.5

Stick to the agenda. Use a style of leadership appropriate to the task, the situation, and the willingness and ability of the participants. If the meeting starts to wander, keep the discussion on track by reminding participants about the following:

- Meeting's purpose
- Desired outcomes
- Agenda items
- Ground rules
- Roles
- Time limit

You can also focus attention by using a chart pad and easel or other visual aid. Use chart paper to jot down important items not relevant to the present discussion so that you can come back to them later.

At the end of each agenda item, briefly summarize what was accomplished and/or decided. Identify unfinished business and check for clarity and agreement.

Facilitating the Meeting

A meeting leader is responsible to facilitate participant involvement, deal with conflict, manage differences, make sure that everyone is heard, and keep communication open.

The following are tips on how to encourage participation:

- Get input from lower level people first.
- Ask open-ended questions.
- Use active listening, paraphrase, and be attentive.
- Acknowledge positive participation.
- Allow opportunities for everyone to speak.
- Be supportive of new ideas and minority views—seek first to understand before agreement or disagreement.
- Distinguish the differences between assumptions and facts.

Concluding the Meeting

When the agenda has been completed, it is time to end the meeting. Conclude by first summarizing what has been accomplished during the meeting. You might want to compare the accomplishments with the desired outcomes to emphasize the progress your group has made.

Identify unfinished business and suggest ways to address those issues. Ask participants to help evaluate the meeting for things you can improve at the next meeting.

General Meeting Process

Conducting meetings is a process. Like any process it can be improved by understanding the skills and rules of conducting an effective meeting. The best way to lead orderly productive meetings is to follow these guidelines.

FOLLOW THE AGENDA

Each meeting must have an agenda. Ideally the meeting agenda is drafted at the previous meeting with one or two members putting the detail on it. That way, participants know what to expect at the next meeting before they leave the current one.

It's important to design the sequence of meeting activities. Always plan an introduction and a summary for the meeting. Sequence the topics in order of priority. Use a logical sequence when information is needed to come to conclusions before the group can address another topic. Alternate high-energy and low-energy topics whenever possible and allow sufficient time for closing.

For a first meeting, you can draft the agenda with key members or spend a few minutes at the beginning of the meeting with attendees to create the agenda.



Figure 1.2.6

The flow of the agenda will typically be as follows:

1. Meeting introduction and attendance (roll call)
2. Review/approval of the previous meeting minutes
3. Ice breaker: Short activities used to free the attendee's minds and open them to participation. The ice breaker can be a simple check-in asking people for a sentence or two about what they did last weekend, what they are looking forward to, what they most like about winter, etc. If time is short, this can be combined with the roll call. For example, an attendee can state "present" and a sentence about the best thing that happened to them in the last week.
4. Review of the agenda so the team can add, delete, or modify it as needed
5. Discussion or action on agenda topics
6. Schedule breaks if the meeting is longer than one hour
7. Meeting summary and evaluation: Summarizing and evaluating lets the group think about how to improve the meeting next time and draft the next agenda.



Content Enhancement:

ICEBREAKERS

There are many ways to "break the ice" on your meetings. Here are a few ideas:

Little Known Fact – Each attendee states a fact about himself or herself that others may not know.

Word Association – Pick four or five words and ask each attendee what is the first thing that comes to mind. The words can be related to your meeting topic or not, and you can re-use words with attendees. Attendee's answers might be funny or insightful!

Burning Question – Each attendee states a burning question they have about today's meeting. This helps participants focus on the meeting topics before you begin. Don't answer the burning questions at this point—the answers will come during the course of the meeting.

Would You Rather – Each attendee answers a funny question such as "Would you rather take minutes for this meeting or eat snake meat for dinner?" or "Would you rather be able to fly like Superman or be as smart as Einstein?"



Figure 1.2.7

FOLLOW GROUND RULES

Facilitating effective meetings is easier when everyone knows the ground rules. Remember that some people might be new to the meeting process—they might interrupt or speak longer than their allotted time. It's easy for this to happen when people are enthused about something! Be sure everyone knows the group ground rules before the meeting starts. You can send a list of ground rules along with the agenda, or you can write the ground rules on chart paper and post them at the front of the meeting room.

The meeting leader, facilitator, or process observer should ensure that ground rules are followed. In addition, all members of the group should pay attention to the ground rules. If someone is dominating the meeting or talking more than their allotted time, any member of the group can give a reminder about the ground rules.

FACILITATE EFFECTIVE DISCUSSIONS

Each meeting should have a facilitator who is responsible for keeping the meeting focused, on track, and on time. Team leaders normally take on this role; however, it can be assigned to any team member and rotated when several meetings are expected. The chief responsibilities of the facilitator are to:

- Keep the discussion on the topic and within the time allocations. When the time allocation is drawing near, inform the group so they can either adjust the time allocation at the expense of other items, postpone the discussion and have it as an item for another meeting, or move on as scheduled.
- Intervene if there are side conversations or when there are multiple discussions going on at the same time.
- Ensure everyone is heard and no one person dominates the discussions.

The facilitator may also record meeting minutes (attendance, topics, decisions, future meetings, etc.). Sometimes someone other than the facilitator is assigned this task.

At the end of the meeting, the facilitator will draft the agenda for the next meeting with the assistance of the team. The facilitator should also allow a few minutes for the meeting evaluation—what could make the meeting more effective next time and what will the agenda be.

Facilitators keep the attendees in the "here and now." Once the meeting begins everyone is expected to give their full attention. Many facilitators use the "100-mile rule"—they ask attendees to behave as if they were 100 miles away from their daily routine and focus only on the meeting. Facilitators may need to remind members that certain behaviors (receiving messages, making phone calls, or not returning on time from breaks) are disruptive and makes meetings less effective for all.

Every meeting should include some open discussion. The facilitators and everyone at the meeting work together to ensure the discussions are effective and stay on track. Facilitators in particular need to ensure that the meeting stays on track during discussion periods. Here are some tips for keeping the group focused:



Figure 1.2.8

- If you are unclear about a topic, the comments said by a participant, or the argument provided from another team member, ask for clarification. Ask them to say it again using examples, pictures, diagrams, data, or just other words.
- Don't let the dominators take over the discussions. This is a role for both the facilitator and other attendees. Make sure people who have not spoken up are asked for their input. Make opportunities for everyone to be heard.
- Before debating or defending each idea that is discussed, actively explore the idea and search for understanding before agreement or disagreement. Listening is not an easy thing to do.

- While listening, compile what has been said and then summarize and restate it to the group and ask if what was said was captured correctly.
- If the time allocation given to a topic seems to be taking longer, remind the team of the deadlines and either accelerate or postpone the time allocations.
- Learn to listen for when the topic has been "talked out." If there is silence, it could be just an opportunity for thinking about what was said. If someone repeats their point more than once, it could be that they felt they were not heard. Do not assume the discussion is over, but do not assume it is not. Intervene with questions like, "do we have anything else to add to this topic?" or "are we ready to move on?"
- Periodically check to see how the team is feeling about the decision-making process. Check to see if the team agrees with the position, decision, or summary of discussions.
- Throughout the meeting check with the group about outcomes. Ask: "Are we getting what we want from this discussion? What can we do differently?"

KEEP MEETING RECORDS

Keeping records of meetings is important. Meeting minutes will help you refer back to decisions and agreements from previous meetings when questions arise. Meeting minutes remind members of the topics discussed, the decisions made on those topics, the actions and responsible persons and due dates for those actions, and the list of future items to be included in subsequent agendas. Minutes can also clarify project assignments and prevent your group from rehashing previously discussed issues.

In addition to recording meeting minutes, develop a system for keeping agendas, documents from briefings, and presentations.

Conclusion

In this lesson, you've learned about the five key elements of effective meetings. You also learned about the importance of planning and organizing your meetings and using facilitation skills to keep meetings on track. As you play a leading role in meetings during your third year of JROTC, you will gain practice and experience at becoming effective at leading meetings.

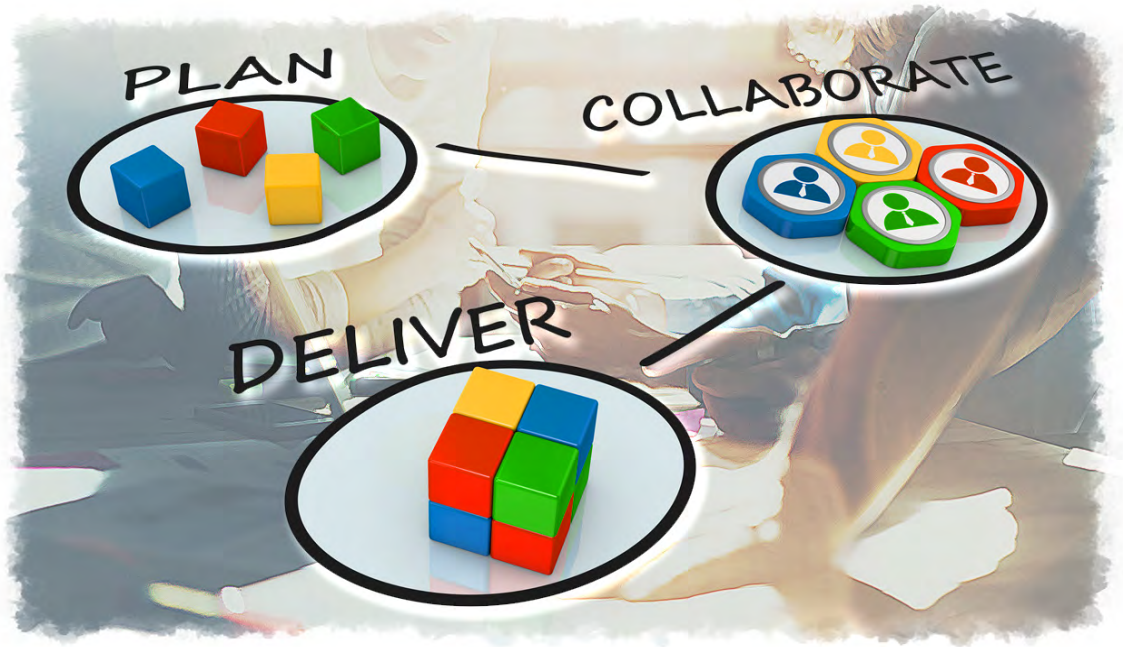
Lesson Check-up



- **What are the five key elements of effective meetings?**
- **What steps should you take to plan a meeting?**
- **Why is the meeting facilitator so important?**

LESSON 3

Planning Projects



Key words

- **Memorandum of Instruction**
- **standard operating procedure**

What You Will Learn to Do

Develop a plan for a battalion or school project

Linked Core Abilities

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

Learning Objectives

- **Describe** the seven-step decision-making process for projects/missions
- **Identify** command and staff roles in the planning/decision-making process
- **Define** key words: Memorandum of Instruction, standard operating procedure

Essential Question

How can you develop projects for your school or battalion?

Introduction



Figure 1.3.1

Where do projects and missions come from? In JROTC, you may receive a mission from your SAI or AI, your school principal, your brigade commander, or your battalion commander. Long before you learned about a project, a group of people worked hard to develop a plan for the project. In this lesson, you'll learn about the steps that go into planning projects and missions. You'll also learn about documenting and communicating your plan to team members.

Decision-Making and Planning

Commanders and their staffs often initiate planning an action before they receive a mission. After receipt of the mission, they continue to plan for contingencies that require a command decision. The tools used to assist commanders and staffs in making these decisions are the problem-solving/decision-making processes. Using these processes ensures commanders that they are making decisions based on all available information and are using staff assistance to the maximum.



Figure 1.3.2

Additionally, the planning process makes it possible for staff officers to anticipate the needs of each step. This results in faster and better-prepared staff actions. Planning is a thoughtful process. Projects have a better chance of success when teams think, plan, and choose the best strategies.

Commanders and their staffs use the following steps to develop their projects and missions.

STEP 1: IDENTIFY THE PROBLEM, MISSION, OR TASK



Command and staff actions begin upon the receipt of a mission from a higher headquarters and/or the development of a mission by the unit commander. The commander then analyzes the mission to identify the specific tasks the unit must accomplish and provides guidance to the staff to help focus their efforts.

The commander develops a written mission statement that includes who, what, when, where, and why.



Content Enhancement:

EXAMPLE MISSION STATEMENT

- On November 11th, the JROTC Battalion will conduct a Veterans' Day program in the main gymnasium to honor our veterans and educate our student body on the meaning of Veterans' Day.
- On Mondays, Wednesdays, and Fridays in October, the JROTC Battalion will hold a popcorn sale in the cafeteria to raise money for battalion activities.
- On the weekend of April 10, the JROTC Battalion will create a rain garden adjacent to the school parking lot to reduce runoff and prevent parking lot erosion.

The commander's role in Step 1 is to provide purpose, direction, and motivation. Cadets need to understand:

- Why are we undertaking this mission?
- How will the mission be accomplished?
- What will motivate Cadets to successfully complete the mission?

The commander's guidance gives the staff the basic information they need to focus on developing solutions. The guidance can be general or specific, depending on the people and circumstances. If there is little time to accomplish the mission, the commander may be more direct about the specifics of what people need to do.

Some missions or tasks are recurring. For these tasks, you may use a **standard operating procedure** (SOP). The SOP is a list of established actions to carrying out a given task.



Figure 1.3.3

Key words

standard operating procedure:
A list of established actions to carrying out a given task

You can use the planning process to develop the SOPs for activities you'll repeat throughout the year, such as color guards, promotion boards, awards programs, and so on.

STEP 2: GATHER INFORMATION



The staff provides any available information to the commander, who also attempts to obtain additional information from the next higher commander as early as possible. Use the questions below to help gather information:

- What do we know about the mission?
- Have we done this before? Do we have the previous After Action Review (AAR) comments?
- Do we have a previous order?
- What specific tasks are associated with this mission?
- What is MY role in accomplishing this mission? (XO, S-1, S-2, S-3, S-4, S-5)
- Will we need to request resources from an external source to accomplish the mission?
- What additional information do we need to develop solutions?



Figure 1.3.4

After analyzing the mission and reviewing the available information, the commander issues the planning guidance.

Content Enhancement:

FUNDRAISER EXAMPLE

Example: For a popcorn sale fundraiser, staff would gather information about options for purchasing bulk popcorn, pricing the popcorn, getting permission from the school to sell popcorn, and so on.

STEP 3: DEVELOP SOLUTIONS/COURSES OF ACTION



Based on commander's guidance and the information gathered, the staff develops solutions that will accomplish the mission. Staff officers collaborate on solutions. All ideas are considered and recorded during a brainstorming session. Ultimately, the staff evaluates the ideas and develops feasible options for the commander to consider.

Content Enhancement:

VETERAN'S DAY EXAMPLE

Example: The Veterans' Day program could include a formation, honor guard, color guard, POW/MIA program, guest speakers, flag folding, presenting flags to veterans, Cadets dressed in period uniforms, etc.

STEP 4: ANALYZE AND COMPARE SOLUTIONS



Based on the mission and planning guidance, the coordinating staff sections prepare their staff estimates. The special staff, who may also prepare their own estimates, assists them. Coordinated staff estimates result in recommendations as to what specific actions the commander may take to accomplish the mission.

The process of analyzing solutions should include:

- Developing criteria for comparing options, such as time, cost, resources, facilities, external approvals needed, and risk assessments
- Listing the pros and cons of each option
- Preparing a briefing to present your findings and make recommendations to the commander on what you feel is the best solution
- Scheduling a time to brief the commander

The recommendations are called Courses of Action (COA).

STEP 5: DECIDE



Figure 1.3.5

In this step, the staff briefs the commander. The commander considers the recommendations of the staff, completes his or her own estimate, and announces a decision about the COA.

If the commander does not approve the plan or project, the staff goes back to Step 4. If the commander approves the basic plan or project, he or she may approve the plan as is or suggest changes.

Following the decision (the last step of the estimate), the commander provides the staff with an overall concept of how he or she wants the operation conducted (known as the commander's concept).

STEP 6: DEVELOP THE PLAN

After staff members completely understand the mission, they carefully analyze the decision and the commander's concept to determine what actions the unit must take to conduct a successful operation.

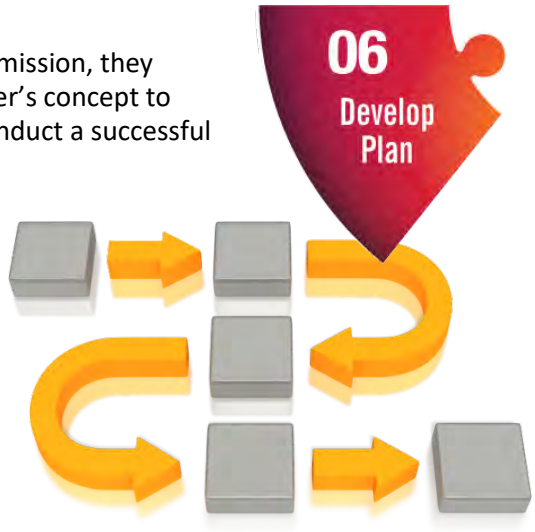


Figure 1.3.6

To develop the plan, follow these steps:

- Visualize the event
- Develop a milestone chart/list (things you must do to accomplish the mission)
- Develop a Flow Map (the sequence in which these actions must take place)
- Develop a resource list (all the physical things you need to accomplish the mission)
- Issue preliminary guidance to subordinates to give them maximum preparation time
- Begin coordination (internal/external)
- Remember to use SMART goals when assigning responsibilities to Cadet leaders (Specific, Measurable, Attainable, Results, Time Frame)

From this analysis comes the development of the **Memorandum of Instruction** (MOI). Your written order or MOI should include:

- *Mission Statement:* What is the mission? For example: "On November 11th, the JROTC battalion will conduct a Veterans' Day program in the main gymnasium to honor our Veterans and educate our student body on the meaning of Veterans' Day."
- *Situation:* Where will the mission take place? Will the event be affected by weather?
- *Concept of the Operation:* Brief narrative describing what will happen. Who, what, when, where, and how. This can include sub-paragraphs (phases) for complex missions.
- *Tasks to staff and subordinates*: Be specific about what you expect everyone to do.
- *Coordinating Instructions:* Things that apply to everyone. Uniform, equipment, rules, etc.
- *Supply and Logistics:* Transportation plan, meals, water, personal hygiene, and equipment needed to complete the mission.
- *Annexes:* Detailed information and forms. Packing List, Permission Form, Itinerary, Risk Assessments, etc.

In all planning, remember that communication is the key to success. It's hard to succeed when people working on a project don't have a clear idea of what they are supposed to do!



Figure 1.3.7

Key words

Memorandum of Instruction:
A written document that details the specifics of a project or mission

Also consider the role of staff officers. Staff should be able to answer the following questions:

- **S-1** – What are the personnel requirements? Awards?
- **S-2** – What are the physical security considerations?
- **S-3** – You are the primary planner for most events. You develop the specific plan and have tasking authority. Which units will you task to do what?
- **S-4** – What are the resource requirements? What supplies and equipment will you need to accomplish the mission? Do we have what we need?
- **S-5 (PAO)** – What are the publicity requirements? Who needs to know about it? Battalion? High School? District? Community? What about photography?
- **CSM** – How will this impact the morale of the unit? How can we generate enthusiasm among the corps of Cadets?



Figure 1.3.8

STEP 7: IMPLEMENT THE PLAN AND ASSESS THE RESULTS

Staff normally submit the plans or orders to the commander for approval before submitting them for publication; however, the staff may omit this step based on the urgency of the situation and/or if the commander previously delegated that authority.



Figure 1.3.9

- Develop a briefing that outlines the concept and key timelines, tasks, and resources required. The briefing should contain the same information as the MOI. Ideally, the briefing will be a well-designed concise presentation with visuals and handouts.
- Present the briefing to key Cadet leaders; be prepared to answer their questions about the concept and their role in the mission.
- Execute/Supervise/Evaluate. This is where the rubber meets the road. This is where your detailed planning pays off. If there are problems, focus on the solution, deal with the "why" later.

- Take notes throughout the project pertaining to what went well and how you can improve. This will facilitate assessing the project and the team's performance.
- Make sure all equipment is accounted for, cleaned, and secured.

After project implementation, the executive officer coordinates an After Action Review (AAR). A detailed, written AAR should address the following:

- What was our mission?
- Did we accomplish our mission?
- Sustain: What went really well?
- Improve: What went wrong and how can we prevent this from going wrong again?
- Tie up loose ends (Awards, JUMS, thank you notes, etc.)

Conclusion

As you've seen, planning is a thoughtful process. Planning can make or break a project or mission. Successful leaders think critically about the planning process. They communicate projects clearly in MOIs and briefings. Project planning—and the experience that goes with it—is something you'll use throughout your life.

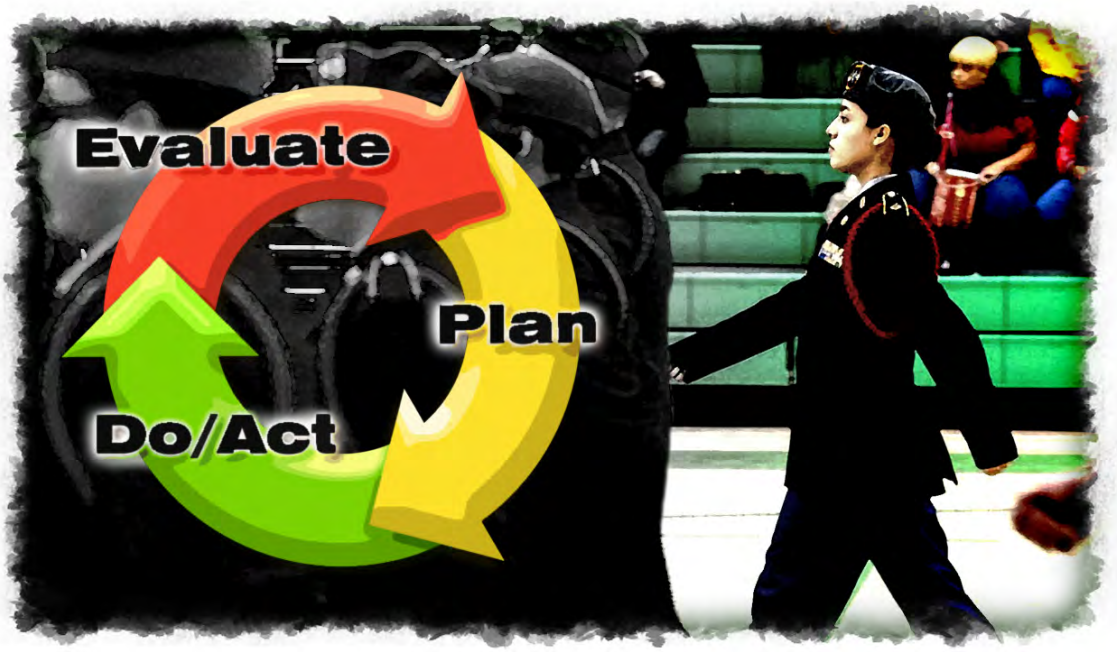
Lesson Check-up



- **How does the planning process contribute to well-prepared staff actions?**
- **What are the staff roles in the planning process?**
- **Why are communication skills important in the planning process?**

LESSON 4

Continuous Improvement



Key words

- accreditation
- collaboration
- continuous improvement
- incremental
- mitigate

What You Will Learn to Do

Develop a Continuous Improvement Plan for your JROTC battalion

Linked Core Abilities

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

Learning Objectives

- **Identify** battalion problem areas or areas in need of improvement
- **Establish** goals that facilitate continuous improvement
- **Outline** milestones for progress toward your battalion goal

Essential Question

How will you lead your battalion to achieve continuous improvement?

Learning Objectives (cont'd)

- **Document** progress toward the goal
- **Revise** your plan based on the results of an evaluation
- **Define** key words: accreditation, collaboration, continuous improvement, incremental, mitigate

Introduction

As a JROTC Cadet leader, you are responsible for the goals and outcomes of your team. You need to have a clear idea of how the program mission, vision, values, and goals relate to your battalion. You also need to work with your battalion to establish goals that facilitate **continuous improvement**. In this lesson, you'll learn how to identify problem areas (or areas in need of improvement), set goals, establish milestones, document progress, and continuously improve your battalion's performance.

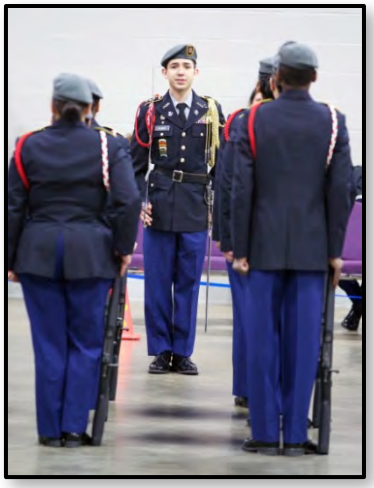


Figure 1.4.1

Key words

continuous improvement:
The ongoing process of improvement

Continuous Improvement

Have you ever tried to fix something that was broken? If it was a flat tire or a school paper with grammar errors, you were probably able to make corrections in one step. Working with teams and battalions usually isn't that simple. Making corrections and improving the outcomes for your team will involve a series of steps, where behaviors improve over time.

We call this process of ongoing improvement continuous improvement. It requires you as a leader to identify problems, develop plans for improvement, monitor performance, and maybe even change your plans a number of times.

The idea of continuous improvement dates back to American manufacturing processes in the 1920s. Managers and engineers working in factories developed plans to improve the quality of their mass-produced products, as well as improve the performance of workers. Today, there are several models that focus on continuous improvement—Deming's PDCA model, Six Sigma, Lean, and Total Quality Management.

In this lesson, you learn about the model used by Army JROTC—Plan, Do/Act, Evaluate. This process is not unique to JROTC. When you get a job, your employer may have a continuous improvement process. In addition, almost all educational institutions use some sort of improvement program as part of their **accreditation** process. Talk to your instructors, teachers, or administrators about the improvement program used at your school. Your faculty can be a great resource as you embark on your effort to affect continuous improvement in your battalion.

Key words

accreditation:
The process of certifying that all requirements of a school, curriculum, etc., have been met

Improving Your Battalion



Figure 1.4.2

You have obligations and duties as a leader to help your school's JROTC program run smoothly. Many of these duties are part of the Cadet Command regulations. But beyond that, what kinds of goals do you have as staff for your unit? Are you looking at ways to continuously improve your battalion? Perhaps you've worked with the principal of your school about a mentoring or tutoring program to help increase test scores. Maybe you'd like to help Cadets in your unit become more active in community service or service learning projects. What goals has your staff set for the academic school year? What benchmarks have you developed to check the goal and make changes as needed to accomplish it? This lesson will guide you through the process of identifying areas for improvement, setting goals, assigning tasks, monitoring progress, and evaluating your results.

Throughout the JROTC curriculum there are lesson topics that focus on improvement. Most pertain to personal improvement, but the principles and concepts of goal setting, personal success, and leadership development can be enhanced as you look at unit or battalion improvement initiatives. If your staff has not already considered a unit goal for this school year, take a peek at some lessons within the curriculum that may spur you on toward developing a Continuous

Improvement Plan with checkpoints along the way. Some topics you might review include:

- Decision Making and Goal Setting
- Elements of Leadership
- Communication Skills
- Team Building Skills
- The Planning Process

As part of the JROTC program evaluation, you will prepare your battalion's Continuous Improvement Plan, followed by a briefing that outlines your plan. Use the Plan, Do/Act, Evaluate process and checklist to assist you and your team on this project.

Key words

incremental:
Adding on, often in a series of small steps

Plan, Do/Act, Evaluate

To understand the Plan, Do/Act, Evaluate model, think of it as a cycle—not a series of steps. When you apply continuous improvement, you may go through the steps many times. Sometimes, you may change plans in mid-course. The important thing is that each time you go through the cycle, the performance of your battalion should make some improvement.



Figure 1.4.3

Incremental improvement indicates that your team is making progress; breakthrough improvement shows that the team has made large gains.

In JROTC, you'll research and collect data to help you identify areas in need of improvement. Once you've decided where to focus your efforts, you'll develop and implement your Continuous Improvement Plan using the Plan, Do/Act, Evaluate model. You won't learn the process overnight; expect to be mentored by your instructors. Plan, Do/Act, Evaluate may sound like a simple process, but implementing it with results takes time and experience.

As you read the details of Plan, Do/Act, Evaluate, you'll notice that this model uses the seven step Decision-Making/Problem-Solving process introduced in an earlier lesson. Used together, the continuous improvement and the seven step processes make a sure pathway to success.



Figure 1.4.4

PLAN

At the start of a new school year, Cadets review JROTC program mission, vision, values, and outcomes and discuss how these relate to their battalion. Cadet staff uses the review to plan activities for the year, assuring that each activity supports the program. If you are not addressing one of the program goals with an activity, you may need to plan something else or rethink the importance of the goal in the first place.

1. Identify the Problem

What are the significant issues in your battalion? Which issue is having the greatest negative impact on your battalion? Which issue, once solved, will have the greatest positive impact on your battalion? This is the starting point for your Continuous Improvement Plan: Define the problem you intend to solve. Identifying problems is a skill that will serve you later in life and in other aspects of JROTC.

Example: During a recent JROTC Leadership and Academic Bowl (JLAB), the top 40 leadership teams were required to identify the greatest challenge faced by their battalions. Challenges ranged from academic proficiency among Cadets to battalion communication. Close to 25% of battalions indicated that low Cadet involvement in battalion activities was a significant issue.

2. Gather Information

Now that you've settled on a problem, gather information relating to the problem. For example, what are the causes of the problem? What are the impacts of the problem? Consider all your resources including Cadets, instructors, teachers, counselors, etc. that can give you information about the problem. The more you research and learn about the problem, the better equipped you will be to solve it.



Figure 1.4.5

3. Develop Solutions

Leaders in all walks of life are problem solvers. Solving problems requires critical thinking, analysis, and **collaboration** with team members. You might see only one or two options. Brainstorming solutions with your team will bring multiple perspectives and opinions. You'll probably find that there are many ways to overcome or **mitigate** the problem.

Example: Low Cadet involvement experienced by many JROTC battalions. What can be done to encourage Cadets to get involved?

Key words

collaboration:
The act of working together

mitigate:
To overcome or fix a problem

3. Develop Solutions *(cont'd)*

Here are some of the ideas from teams at a recent JLAB:

- *Provide incentives* – Encourage participation through awards, trips, and public recognition.
- *Improve communication* – Make sure Cadets are aware of opportunities for involvement. Ask Cadets to brief classmates on their activities to generate interest.
- *Improve publicity* – Showcase Cadet activities and accomplishments in the battalion (newsletter, posters, announcements), in school (web site, posters, bulletin boards, school board), and in the community (local TV station, newspaper)

4. Analyze and Compare Options

Once you have brainstormed possible solutions, list the pros and cons of each option. In some cases, you will be able to take several actions to solve the problem. In other cases, you'll have to compare solutions and choose the one that will work best for you. When comparing solutions, be sure to use the same criteria in your evaluation. Some criteria you may use include time, cost, resources, facilities, or approval process.

Content Highlight:

SMART GOALS

The SMART goals model can be quite useful in the process of continuous improvement.

Remember to use SMART goals as you assign responsibilities to Cadet leaders.

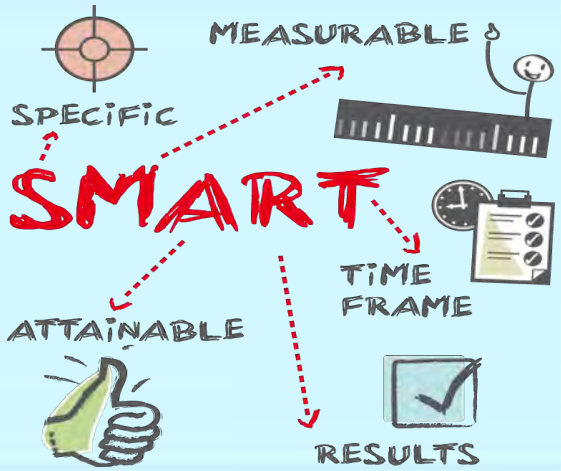


Figure 1.4.6

DO/ACT

1. Decide

Leaders are decision makers. You have collectively identified the problem, causes, impacts, and potential solutions and now it's time to decide, plan, and act.

- Choose the solution(s) most likely to achieve results
- Provide planning guidance to the staff
- Begin to develop your plan



Figure 1.4.7

2. Plan (Develop the MOI and Briefing)



Figure 1.4.8

Communicating your decision and plan to the battalion (subordinate leaders and Cadets) is crucial to solving the problem. The most common methods used in JROTC include the Memorandum of Instruction (MOI) and Five Paragraph Field Order. Both documents contain the same information so the choice is yours. (Your instructor will give you examples of these documents.) In addition to an order or MOI, you will need to develop a presentation that briefs others on your Continuous Improvement Plan. You can use the briefing to communicate your plan to the JROTC battalion, school administrators, the School Board, parents, or community members. You will also use the briefing as part of your presentation for the JROTC Program of Accreditation (JPA), which is described in the next section of this text.

3. Implement the Plan

This is where the rubber meets the road. You have developed a detailed plan and presentation; you have communicated well and the key players understand their roles and responsibilities. Now it's time to supervise, manage, and accomplish the mission.

Cadets should do all the work to plan, establish the funds or resources needed, find Cadet volunteers to help setup, clean-up, publicize, execute the project, and send reports to their supervising instructor. When an activity is accomplished that supports a goal, the progress and measures of success should be recorded and kept in a portfolio.



Figure 1.4.9

There's an old saying in the Army that no plan survives first contact with the enemy. A significant leadership responsibility is adjusting to changes and unforeseen conditions. As the operation unfolds, you will need to have periodic meetings to assess and document your progress. These meetings are typically referred to as In-Progress Reviews (IPR). During the IPR, record your accomplishments and adjustments to your plan. Record your progress using whatever tools make the most sense (notes in a binder, spreadsheet documents, flowcharts, or timelines). You will need to incorporate these into your JPA briefing. (Your instructor will give you an example of this document.)

Remember that every successful meeting begins with an agenda outlining what you plan to cover. Designate a recorder or secretary to take minutes and document progress and action steps.

EVALUATE

Assess the Results



Figure 1.4.10

Once the action is complete, you will need to determine if you accomplished your goal. The common process used in the Army and JROTC is the After Action Review (AAR). Like the Army, JROTC is a learning organization. We use the AAR process to assess our strengths and weaknesses and learn from our mistakes. The AAR should compare the list of what you planned to do with the list of what you actually accomplished. It should include reflection on the planning process, communication, and cooperation as well as the continuous improvement activity you just completed. (Your instructor will give you an example of this document.)



Figure 1.4.11

The AAR format includes areas of success, which you would like to "sustain" and areas you would like to "improve." To ensure adequate understanding, each issue should be addressed using the following outline:

- Issue (What happened?)
- Discussion (Why did it happen?)
- Recommendation (How can we do this better?)

Significant AAR findings will be incorporated into your year-end or JPA briefing. AAR findings will also be used by subsequent battalion leaders to strengthen the process of continuous improvement. An additional requirement of the JROTC Program of Accreditation is to write impact statements on the outcome of your Continuous Improvement Plan. The impact statement should include the positive result of your effort and the manner in which it has improved your battalion.

Presenting Your Continuous Improvement Results

Your Continuous Improvement Plan is closely tied to the JPA presentation. The presentation to brigade personnel should involve participation by all staff and include the:

- Overview of the purpose of the Continuous Improvement Plan
- Introduction of all Cadet Staff and their role in this project
- Details of the problem, improvement plan, implementation, evaluation, and reflection
- Conclusion of the presentation should include a plan for next steps in continuous improvement

There are fifteen specific criteria your team should know about for your JPA presentation. As you and your team prepare for the presentation, review the checklist below:

Battalion Staff Continuous Improvement Presentation Checklist	✓
Presentation includes statement of goal, purpose of goal, and how goal supports the mission of JROTC or school	
Battalion staff are introduced; those present introduce themselves and explain their role in the Continuous Improvement Plan	
Presentation clearly identifies problem or area for improvement	
Presentation includes data or research gathered to inform need for improvement	
Presentation includes a SMART goal-setting strategy appropriate for the problem defined	
Presentation includes reference to knowledge and skills acquired from JROTC curriculum—such as decision making, goal setting, problem solving, and team building	
Cadet staff react appropriately to verbal and nonverbal feedback; staff are knowledgeable about their portion of delivered presentation	
Presentation includes benchmarks, milestones, and timelines for accomplishing the goal	
Presentation includes final data and effect of change based on milestones set and met; plan states if the goal was met and how curriculum supported meeting the goal	
Presentation states if the goal was met or not met; states areas of improvement based on benchmarks or milestones not achieved or met	
Presentation includes individual reflection (from each staff presenting)	
Presentation includes team reflection and what area in the continuous improvement process to improve upon in the future	
Cadets are introduced properly and in proper attire	
Presenting staff refer to their visual, support visuals with appropriate speaking skills	
Presenting staff establish good eye contact and appropriate gestures throughout presentation	

Conclusion

In this lesson, you learned that continuous improvement is an ongoing process. It contributes to effective leadership and can make your team more cohesive and productive.



Figure 1.4.12

Lesson Check-up



- **Describe the Plan, Do/Act, Evaluate process of continuous improvement.**
- **Explain how Plan, Do/Act, Evaluate relates to the decision-making process.**
- **How is the SMART goal-setting process used in continuous improvement?**

LESSON 5

Management Skills



Key words

- **allocate**
- **iterative**
- **procrastinate**
- **workflow**

What You Will Learn to Do

Assess personal management skills

Linked Core Abilities

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

Learning Objectives

- **Explain** how the five management skills contribute to preparation and execution of projects
- **Compare** management skills to leadership skills
- **Explain** how time management strategies can improve effectiveness

Essential Question

How can you improve your management skills?

Learning Objectives (cont'd)

- **Define** key words: allocate, iterative, procrastinate, workflow

Introduction

All leaders need good management skills to perform their duties and responsibilities. Basic management skills are the result of clear purpose, earnest effort, and intelligent direction. In this lesson, you will identify management skills, compare management to leadership, and consider strategies for managing time.



Figure 1.5.1

Management Skills and Stages



Figure 1.5.2

Good management is the sound use of the available means, or resources, to accomplish a task. It requires careful planning by a leader to employ those resources to achieve the desired results.

Management skills include planning, organizing, coordinating, directing, and controlling resources. Resources can include the people, time, money, transportation, and supplies you need to complete a project. Since it is rare for leaders to have all the resources they need or want, they must strive to succeed with what they have. In addition, having all of the resources you need does not by itself guarantee success or mission accomplishment. How well a leader uses these resources is more important than the fact that the resources are available.

The most important resource for any leader is people. People are the most important resource because they can coordinate time, communication, supplies, and money. That's why people are considered the foundational resource. Leaders can control and/or influence people—the most vital resource—by applying appropriate leadership skills.

Leaders manage missions and projects in two stages:

- *Preparation* – all the tasks that must be completed before carrying out the project of mission
- *Execution* – the tasks that involve acting on plans and accomplishing the goal

Preparation Skills

The management skills used in preparing projects and missions include planning, organizing, and coordinating.

PLANNING

In a previous lesson, you learned about the seven steps for planning projects and missions. Part of planning is a people issue. Leaders must consider the number of people needed to accomplish an objective, as well as the capabilities of their team members.

When planning, leaders must visualize, examine, consider, realize, and reflect on the factors involved in accomplishing the mission. These factors include time, effort, patience, and attitude.

Time

Leaders must consider time as they plan events, meet deadlines, and set goals. Then, they make plans and execute tasks according to an established time schedule. Effective leaders will schedule their time and the activities of their team to meet these events, deadlines, and goals.



Figure 1.5.3

Effort

Leaders must exert effort to get things done. After all, leaders can't expect good results if they don't work to put their plans into action. Successful leaders are energetic, and work hard to accomplish goals. You should exercise similar effort.

Patience

A leader must have patience. No doubt, it can be difficult to be patient when challenges arise. To solve a difficult situation, remember to reexamine the facts, coordinate or collaborate with people who may be helpful, and readjust the plan, if necessary. Most important, don't give up. Exercise patience and maturity while the designated people carry out the plan.

Objective Attitude

By displaying an objective attitude, you have the ability to see and consider the different sides of an issue or situation. You don't take things personally, and you don't play favorites. To be objective, means you can be flexible, listen to opposing points of view, make compromises, or make changes when necessary. Your objective attitude will affect the time, effort, and patience you are willing to exert to ensure mission accomplishment.



Figure 1.5.4

ORGANIZING

Organizing is creating the conditions you need to execute your plans. It involves systematically defining the tasks and arranging resources according to the achievement of your objective. There are five factors involved in organizing:

1. *Determine/fine-tune each task*
   Identify all the tasks and subtasks needed for the team to accomplish the objective. Be specific. Develop detailed lists of tasks and set measurable standards for each task/subtask.
2. *Select personnel*
   Once you have a detailed list of tasks and subtasks, assign people to carry them out. You should base your assignments on what each task/subtask requires and the capabilities of your team members.
3. *Develop a* **workflow**
   With a completed list of tasks, including the people assigned to do them, you are ready to organize the list sequentially. Determine which tasks your team must perform first, second, third, and fourth. You can create a flowchart. For example, if your project is a popcorn sale fundraiser at school, you first need to get permission from the principal to have the sale on school property. After that, you can plan for dates, supplies, and so on.

Key words

workflow:
The amount of work to and from a team member, employee, office, or department

4. *Set priorities*

Organize a to-do list in terms of priority for each task and subtask. This is important because some tasks are more important than others, and some must be completed before others can be started. You can establish priority tasks by using categories, such as Priority A, Priority B, and Priority C, for each to-do list task.



Figure 1.5.5

Going back to the popcorn sale event as an example, setting up equipment and supplies on the day of the sale takes priority over posting signs about the prices of different bags of popcorn.

As you define the workflow and priorities, remember that each team member needs sufficient time to do their tasks well. Setting unrealistic times for tasks can result in half-completed or "slipshod" work. Develop a system for checking each other and ensuring team members accomplish tasks according to set standards and time limits.

It's common for people to spend too much time on unimportant tasks. Another common fault is the tendency to **procrastinate**, or to delay tasks you don't want to do. Do you ever put off studying for an exam until the last minute? That's procrastination. When you set priorities, know which tasks are mandatory, and which tasks are not.

5. *Allocate resources*

In the final step of the organizing process, you **allocate** resources you need to complete the task. This may include assigning tasks, distributing supplies, or creating schedules. Set aside available resources, and plan for obtaining resources that are not currently available.

Note that organizing can be an **iterative** task. You may return to some of the steps and revise or improve them as needs change. For example, if a key team member gets sick the week before an event you planned, you might need to assign those tasks to another person, or to revise part of your event.

Key words

procrastinate:
To delay doing something that needs to be done because you do not want to do it

allocate:
To set aside or assign for a specific purpose

iterative:
The process of repeating steps to revise or improve outcomes



Figure 1.5.6

COORDINATING

Coordination is the process of keeping in contact with everyone involved in the project. Coordination is an essential part of the planning process. Plans that are not properly coordinated cannot be properly directed, controlled, or accomplished!

Through coordination, leaders secure the cooperation of people not under their direct control. A key to effective coordination is the use of friendly persuasion and cooperation. A good rule of thumb to follow is to coordinate with everyone you think might be involved somehow, or at some point, in completing the objective. For example, if your team planned a popcorn sale fundraiser in the school cafeteria, you need to coordinate with the principal, cafeteria staff, and maybe custodians.

Execution Skills

When you are ready to execute your project or mission, you'll use the skills of directing and controlling.



Figure 1.5.7

DIRECTING

Directing is issuing instructions to achieve an objective. When leaders direct, they give directions verbally or in writing. Directions include all the necessary details and information people need to complete the task. Keep in mind that some people do better with written instructions, while others prefer verbal directions. Use whatever method you think will be most effective with your team. You might even use both methods! After you give directions, you supervise to ensure your directions are carried out. Supervising also involves directing. As a leader, you can direct by demanding, requesting, suggesting, or volunteering.

- *Demanding* – A demand is a straightforward statement that tells people what must be done, who must do it, and when it must be done. For example, you might tell office employees that smoking is not permitted in the building.
- *Requesting* – A request is a milder, more tactful approach to reaching the objective. Moreover, the results are usually the same if you request, rather than demand, specific behavior. Using the above example, you might ask your employees to smoke only in designated areas.
- *Suggesting* – Use this type of direction only when a suggestion is strong enough to get the job done. A leader suggests what should be done, but does not say, when, or how, or by whom. A suggestion relies on the manners and good taste of those receiving the suggestion. For example, a boss can suggest that employees stop smoking because it is harmful to their health.

- *Volunteering* – Leaders use volunteering when they want to get someone to do something that cannot be required. By volunteering for an optional task, a person offers assistance. For example, your art teacher may ask if anyone is willing to stay after school to organize materials for the class's next project. The teacher can't *require* students to do this—it's after school hours. Most leaders use this type of directing in a limited way. If you are in a position of power, consider what your subordinates get from their volunteer efforts—fun new experiences or your approval? Volunteering can breed resentment if subordinates have to keep volunteering to win a leader's approval.

CONTROLLING RESOURCES

Leaders control when they compare the tasks performed by team members to the tasks directed and planned for the team during the project. Remember, you have direct control over the managerial actions of your teammates.

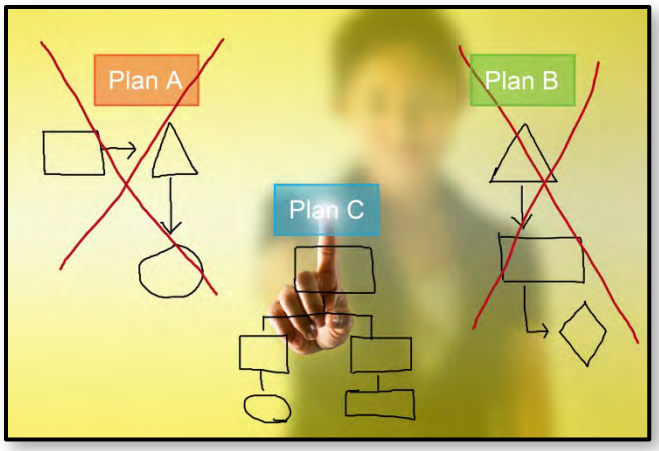


Figure 1.5.8

Based on your team's progress, your options may include proceeding with the way the plan is progressing, modifying the plan and continuing with it, or stopping the action and starting over again. As the leader, you are responsible for ensuring that the objective is met within required standards and according to established deadlines. Controlling is continuous until you complete the task.

Comparing Management and Leadership

Are all leaders managers? Are managers leaders? What's the difference between the two? Leadership deals with the personal relationship of one person to another. Leaders use their attributes and competencies to get things done.



Figure 1.5.9

In comparison, management is a set of activities leaders perform to obtain, direct, or allocate resources to accomplish goals and tasks. A leader with good management skills will plan and execute projects that make the best use of available resources.

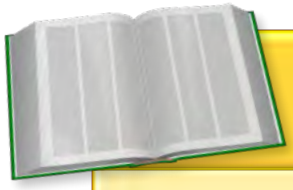
Even though leadership and management skills are not the same thing, they are closely entwined. Effective leaders rarely use isolated management skills without leadership skills—and vice versa. At lower levels, you lead through face-to-face dealings with your people. You are still a manager, but higher levels of authority in the chain of command control most of the physical resources.

For example, squad leaders devote most of their efforts toward managing materials and time. As leaders move up the chain of command, the size of their unit increases, but their direct influence on the actions of the unit lessens. Because of this, it is difficult for battalion commanders to personally influence all the men and women in their units. However, by working through staff and subordinate leaders, they can influence their units to accomplish the mission. They use leadership to deal with and influence subordinate leaders. In this way, battalion commanders will get things done through the actions of subordinate leaders.

When leaders are promoted, they control more resources. Instead of just leading a group, they may gain responsibility for the overall operation of the organization. For example, if you were the assistant manager at a fast food restaurant, you would be behind the counter with your kitchen crew making sure they were performing their jobs correctly, and in a responsible manner. If you were promoted to manager, you would not have as much face-to-face contact with the kitchen crew. Instead, you would be more concerned with putting together work schedules, hiring employees, and ordering food supplies and equipment. You would then check with your assistant manager to make sure the employees were doing their jobs.

As a JROTC leader, you'll have many opportunities to explore leading and managing others. You can also read about famous U.S. military leaders from World War II, such as Gen. Dwight Eisenhower and Gen. George Patton. Eisenhower and Patton had very different styles of leading soldiers. Many have said Patton led by fear—he intimidated his subordinates. He corrected subordinates mercilessly for the slightest infractions, but he was also quick to praise their successes.

In contrast, Eisenhower enjoyed talking to his troops. He had strong listening skills. He welcomed complaints and worked to improve the situations when possible. He was also a master of motivating others. Eisenhower said, "Leadership is the art of getting someone else to do something that you want done because he *wants* to do it."



Content Enhancement:

MANAGEMENT AND LEADERSHIP APPLIED

Steve Jobs, cofounder of Apple, was known as a gifted leader who built his company into one of the most profitable in the world. While many people admired his vision and leadership, Jobs was not a great manager. He was uncompromising, and didn't care what others had to say. He knew what he wanted, and pushed the limits of his employees. He also built a talented team of managers who complemented his strengths—and the strengths he lacked.

Rick Tetzeli, website editor, noted "I think that a lot of people look at [Steve] Jobs and think being headstrong is the way to go, but they haven't understood the subtleties of his management skills. Headstrong is a small part of being a successful manager—in fact, it's not necessary at all. It worked for Steve. But that's no reason it should work for someone else."

Other tech companies have taken the opposite approach to management. For example, the leaders of Google rely on data, not one individual's theory or preferences. Google's style of management is data-driven or engineering driven.

Think about leaders you've known in school, JROTC, or the community. How would you describe their approach to managing people?

Time Management

Time is one of your most valuable resources. It is also a limited resource—there are only 24 hours in each day. As a leader, you must learn to use time wisely and to your best advantage. When you and your team members waste time or use it inefficiently, you may be taking time away from other important tasks. That doesn't mean your team must be task-oriented every minute of the day. By now, you know that fun activities and events can build team camaraderie and cohesiveness. If your team lacks those qualities, an event like a team pizza party is time well spent.

Leaders with good management skills know how to utilize time wisely. They use time-saving techniques, such as:



Figure 1.5.10

- *Setting goals* – This is the key to success. If you struggle to keep your goals in sight, try posting reminder "goal notes" where you will see them every day.
- *Setting priorities* – Once you set your goals, determine your priorities. Learn to do first things first. Don't get distracted.
- *Pacing yourself* – Identify your attention span and schedule and perform work accordingly. If the priority task is long and your attention span is short, consider working in 30-minute blocks.
- *Planning your* tasks – As a leader and manager, you shouldn't do everything. Learn to delegate tasks and authority.
- *Using your spare time wisely* – Can you complete short tasks during your spare time? If so, you might be able to free up time elsewhere in your week. Or perhaps you need to relax or have fun during your spare time. Relaxing and fun activities can make you more focused and efficient when you return to your tasks.
- *Saying no to yourself and others* – Decide what the best use of your time is. You don't have to say "yes" to every invitation. You also shouldn't make excuses for doing fun things when you should be working on a task.
- *Examining old habits that may prevent efficiency* – Are there things you are doing out of habit that you really don't need to do?
- *Accepting the lack of perfection* – All good leaders know that perfection is a rare thing. Don't waste time striving for absolute perfection. Your work and your team's work should be excellent. But for most humans, achieving perfection is not possible.
- *Creating outlines* – Outlines can organize your thoughts and actions. You can create outlines for a task, an event, weekend social activities, even school work assignments. Written outlines can also help you see what you might have forgotten.
- *Using a calendar* – Use an electronic or written calendar to block out time in your day. It will help keep you focused, on-task, and goal-oriented. By writing things down in your calendar, you are also making a conscious commitment to yourself.

- *Using a file system* – Electronic or paper based filing systems keep you organized. The next time you need to find something, you won't need to spend 30-minutes searching. You'll know where to look.
- *Setting time limits on meetings* – Time limits help you and others stay on track.

As a leader, you are a role model for younger students. The way you conduct yourself makes an impression. People around you will notice if you are organized, goal-oriented, and focused. Using your time wisely can help you be that leader.



Figure 1.5.11

Conclusion

Becoming a leader means learning to manage your resources—people, money, material, and time—to their fullest extent. You must also strive for more effective ways of improving your management skills. Whether you use those skills in your everyday life, or as a member of the JROTC program, use them to your best advantage.

Lesson Check-up



- **How do the skills of planning, organizing, coordinating, directing, and controlling affect the outcome of a project?**
- **What is the difference between leadership and management?**
- **How does time management affect overall management of others and self?**

LESSON 6

Ethics in Leadership



Key words

- **ethical dilemma**
- **hypothetical**

What You Will Learn to Do

Apply a process for making ethical choices and resolving ethical dilemmas

Linked Core Abilities

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

Learning Objectives

- **Identify** questions that can help you make ethical choices
- **Explain** the process for resolving ethical dilemmas
- **Identify** pressures to be unethical

Essential Question

How do ethics impact your role as a leader?

Learning Objectives (cont'd)

- **Explain** how leaders can promote ethical behavior
- **Define** key words: ethical dilemma, hypothetical

Introduction

Being ethical is a character attribute of any good leader. But ethics is about more than right vs. wrong. In this lesson, you'll learn the practical applications of ethics in leadership. You'll examine guidelines for making ethical decisions and resolving ethical dilemmas. You'll also explore the pressures leaders face to be unethical.

Ethical Leadership

As you work through this lesson, keep in mind what you have learned about the Seven Army Values and the Army Leadership Model. Both have much bearing on the ethical qualities of leaders and ethical decisions they must make. Your ability to make ethical choices and decisions is part of your development as a leader.



Figure 1.6.1

By now, you should have a strong sense of ethics. As a Cadet leader, you have a personal code of conduct and abide by the Seven Army Values. Each day you make ethical choices, choosing between right and wrong. Will you cheat on an exam? Will you gossip about a classmate? Will you illegally download music? In a previous lesson, you learned about questions to ask yourself when making an ethical choice. See *Figure 1.6.2*. Sometimes the ethical choice is clear. At other times, leaders

struggle with situations that may not have perfect ethical options. Leaders who strive to be ethical show a great amount of ethical courage and maturity. They also act as role models for other Cadets.

Content Highlight:
MAKING ETHICAL CHOICES

1. If I do what I'm thinking of doing, would I be willing to have my action made into a law that requires everyone to act in the same way?
2. If I'm considering using someone else for my own personal gain, would I allow myself to be used in the same way?
3. Would I be willing to explain to a jury why I chose this action?
4. Would I do this if I knew my actions would be on the television news or social media?
5. What would I think of this action if someone I disliked did it?
6. If my reason for acting this way is that everyone else does it, would I do it if no one else did it?
7. Would I do this if I knew I would have to explain my reasons to my family?
8. Would I be content to have each of my followers behave exactly as I intend to in this situation?
9. My team could win the game by violating a rule. Before I call this play, would I be upset if the losing team took the same action?
10. If what I do hurts no one very much, would I be willing to let everyone do the same thing?
11. If there is very little hard work in what I want to do, what kind of person will I become if it gets to be a habit?

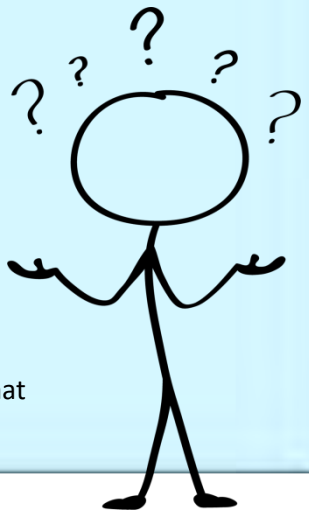


Figure 1.6.2

Ethics Applied

Ethical decisions promote well-being and do not cause harm to members of an organization nor to others affected by an organization. Although it is easy to describe what an ethical decision is, sometimes it is difficult to determine the boundary between ethical and unethical decisions in an organization. Consider corporations, which place a high value on profits and giving returns to their stockholders. Is it ethical, for example, for a pharmaceutical company to decide to charge a high price for a lifesaving drug, thus making it unaffordable to some people?

On the one hand, it can be argued that the drug is costly to produce and the company needs the revenues to continue producing the drug as well as to research ways to improve its effectiveness. The company also has an obligation to stockholders, who invested in the company with the expectation of earning profits on their investment. On the other hand,

it can be argued that the company has a moral or ethical obligation to make the drug available to as many people as possible. Healthcare activists also argue that a person's health should not be connected to a company's desire for profits.



Figure 1.6.3

There are numerous examples about the ethical pricing of prescription drugs. For example, the prices of many drugs in the U.S. are much higher than those in other nations. A study by the New York Times in 2013 showed that $250 for the asthma medication Advair will buy one inhaler in the U.S., but seven inhalers in France. For the antibiotic Augmentin, $250 will buy 19 pills in the U.S., but 445 pills in Belgium. Is it ethical to charge more for drugs in the U.S. because prices are not negotiated by the government? Is it ethical to charge whatever sick people will pay for a drug?

You don't have to look at many news reports to see examples of decisions that are clearly unethical. For example, in 2015 Volkswagen made headlines when it was discovered that the company intentionally installed devices that gave false readings about pollution emitted from thousands of Volkswagen diesel engine cars. The actual pollution emitted by the car was about 40 times what is allowed under U.S. regulations. Clearly, company leaders put profits over ethics and obeying the law.


Figure 1.6.4

Ethical questions like this involve an element of personal gain. The companies are making decisions based on how much profit they'll gain. As you'll see, some ethical questions also involve an element of loss.

Ethical Dilemmas

Have you ever been faced with a situation where the choices you faced were not purely ethical? One choice is morally right but would result in bad consequences; the other choice is morally wrong but would lead to good consequences. If doing what is right produces something bad, or if doing what is wrong produces something good, the force of moral and ethical obligation may seem balanced by the reality of the good end. You can have the satisfaction of being right, regardless of the damage done; or you can aim for what seems to be the best outcome, regardless of what wrongs must be committed. This is called an **ethical dilemma**. Ethical dilemmas don't involve a clear choice—they involve two or more choices that have negative or unethical consequences.

Example

Consider this **hypothetical** situation. You run an orphanage and have had a hard time making ends meet. A car dealership offers you a new van worth $15,000 for free if you will falsely report to the government that the dealership donated a van worth $30,000. You really need

Key words

ethical dilemma: Situations involving choices where the options available are not fully ethical

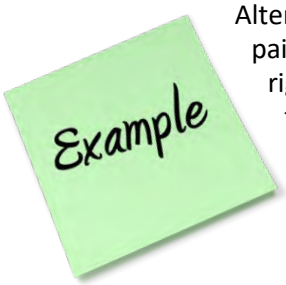
hypothetical: Based upon an imagined example or conjecture

the van and it will give you an opportunity to help the orphans in countless ways. Taking the van means transportation for medical care and better lives for many disabled orphans. Do you agree to take the van?

Of course, you know that taking the van under the condition of lying to the government is not only illegal, but unethical as well. But the van would help get the children to school, to medical appointments, and so on. At the same time, if the Internal Revenue Service found out, you could face severe fines, loss of your job, or even closing the orphanage. In a case like this, you might decide that the potential negative consequences of taking the van far outweigh the positive potential consequences. That decision could come with the knowledge that you turned down an opportunity to improve healthcare and education for your orphans. It is difficult for leaders to make these kinds of decisions—the leader's choice imposes a sacrifice on others. Another leader might make the opposite decision, arguing that the welfare of children is a higher priority than tax collection, and thus, the more ethical choice. This leader is also taking on potential losses.



Figure 1.6.5



Alternatively, how about this: you are shopping and notice a woman stuffing a pair of socks into her purse. Do you report her? You've always been told it's not right to "tattle" on someone when they do something wrong, and you might think that she's not really hurting anyone by stealing these socks. You know, however, that stealing is wrong. Should you confront her about her actions? Would you tell a sales clerk? Would you ignore the situation? In this case, what would you do? What is your responsibility?



Figure 1.6.6

Sometimes personal circumstances can influence or impact the way you resolve an ethical dilemma. For example, it would be much easier to make an ethical decision about the woman stuffing socks in her purse if you didn't know the woman. But change the situation and imagine the woman is someone you know, maybe a classmate. How would that change your behavior and your decision to act?

Content Enhancement:

MORE TO CONSIDER

Healthcare for Convicts

In 2002, a 31-year-old convicted felon became the first California state prisoner (and likely the first in the U.S.) to receive a heart transplant. He suffered from a viral infection that had damaged his heart valves.

- Who deserves to get desperately needed organs?
- Is it ethical for people convicted of murder or other "heinous" crimes to receive transplant benefits from a society they violated?
- Is it ethical for the government to pay for inmates' healthcare, but not the healthcare of other citizens?
- Can the government ethically deny healthcare to inmates? (The courts have ruled prisons must provide healthcare.)

Animal Experimentation

Many scientists argue that without the ability to use animals for experimentation, humans would have to be used and sometimes harmed or killed in the search for medical cures. These scientists would also argue that animals have much less value than human beings, so it is ethical to use them for experimentation. Animal rights activists say animals are thinking, feeling beings that suffer pain to the same degree as humans, and that it is immoral to put an animal through suffering just so humans can make discoveries. What do you think?

- Does it matter if the experiments are for life-saving drugs or for cosmetics?
- Is it ethical to experiment on some animals such as rats, but not others such as monkeys or dolphins?
- Is it ethical to conduct medical experiments on consenting humans who are desperate for a cure?

Resolving Ethical Dilemmas

When making a decision regarding an ethical dilemma, it's best to work from a set of criteria. Answering the following questions might be helpful when confronted by an ethical dilemma.

- What options are available to resolve this dilemma?
- Which options are the most compelling? Why?
- How would you resolve the dilemma?
- What values did you rely on to make your decision?
- What consequences (if any) will your decision have on the others involved?
- Could you personally live with this decision? If not, examine other options to your dilemma.

WHAT ARE YOUR OPTIONS?

In any situation, there are a variety of options available to you. Some of these are good and reasonable; others can produce short- and long-term negative effects. Going back to the example of the woman and the socks, your options include:

- Turning away and forgetting that you saw anything
- Telling a cashier
- Confronting the woman yourself

WHICH OPTIONS ARE MOST COMPELLING?

You've determined your available options. Now it's time to figure out which ones would work best in this specific situation.

Doing nothing is one option. You can figure that it's none of your business, and even though you know stealing is wrong, this pair of stolen socks really doesn't concern you. Then you remember that the store might have to raise its prices on various items to cover the cost of shoplifted merchandise, so this does directly affect you.

Telling a cashier is another option. You've been told your entire life that "tattling" is wrong, but you feel that the cashier would probably know how to handle this situation. She most likely would call a security person who is trained in dealing with circumstances like this. Depending on store policies, the security person might have her pay for the item, return the socks if she can't pay for them, or arrest her for shoplifting.



Figure 1.6.7

Your third option is to confront the woman yourself. But what if the woman told you that she was going to pay for the socks before she left the store, and that this is none of your business? What would you do then? What if she threatened to harm you if you tell the cashier? Can you choose your words in a way that she isn't offended, angered, or threatened?

HOW WOULD YOU LIKE TO RESOLVE THE DILEMMA?

When making ethical decisions, you need to look down the road and imagine how you'd like the situation resolved. In most cases, you don't want to see anyone hurt. You don't want to damage friendships and other relationships. You just want to do the right things for the right reasons. In this case, you just want to stop what appears to be a shoplifting incident.

WHAT VALUES DID YOU RELY ON?

Values are taught to us at a very early age. Some values you have learned from your family, such as The Golden Rule ("do unto others as you'd have them do unto you"). Some of you may have learned from your religion. Others, you have learned from your friends and the situations you've lived through, such as to have a friend you need to be a friend. One of your values is that stealing is wrong. You also value honesty.

WHAT ARE THE CONSEQUENCES TO YOUR ACTIONS?



Figure 1.6.8

In this situation, the best you can do is speculate about the consequences. If you do nothing, maybe the woman will keep stealing and her crimes will become more serious. Or maybe she is broke and is stealing because her daughter is embarrassed to go to school with worn-out socks.

If you tell the cashier, she will probably contact store security. Security could let her off with a warning or they could arrest her. You don't know the store's policy on shoplifting.

If you approach the woman, you have to consider the consequences of what you say. How will she react if you accuse her of shoplifting? How will she react if you threaten to tell the cashier unless she returns the socks? What do you think would happen if what you said assumed the best about her? For example: "Hey, I'm sure you are planning to pay for those socks. You probably don't know it, but this store has a mandatory arrest policy for shoplifters." You still don't know how she'll react, but now she knows she's being watched and is at risk of arrest. She might also react negatively—you don't know. Even the most experienced leaders have to make guesses about likely consequences.

CAN YOU LIVE WITH YOUR DECISION?

If you've carefully considered the questions above, you should be able to live with your decision. But as we've seen, you can't always know the consequences of your actions. You have to make the most ethical decision based on what you know and your values.

Leading by Example

Leaders must know themselves and stand by their convictions. They must take responsibility for their actions and set an example for their team. One way to avoid dealing with ethical dilemmas within your unit is to lead by example and develop followers in an ethical manner. Set high standards, be loyal, be morally and ethically courageous, establish principles and stand by them, and develop convictions within your followers that you are the best role model for them.



Figure 1.6.9

Being the best role model you can possibly be is crucial to avoiding ethical problems, dilemmas, and situations within your team. Your followers will follow your example. If you expect honor, integrity, courage, loyalty, respect, and ethical behavior from your team members, you must demonstrate these traits yourself. Your personal example affects people more than any amount of instruction, lecturing, or discipline. It might seem like a heavy responsibility, but remember that no aspect of leadership is more powerful than the example you set.

Leadership also calls on you to make decisions for others. This power comes with a responsibility. You must respect the personal values or beliefs of those you lead, even if those beliefs are different from your beliefs. For example, things that are forbidden in your church might be acceptable to people who follow a different faith. As a leader, you must be sensitive about these situations. You cannot force your beliefs on others just because you are in a position of power.

Sometimes you need to understand where your values and beliefs come from. In certain situations, you might adjust your thinking or change what you normally do. Sometimes doing the ethical thing can be hard, especially when the consequences of your actions are different from how you'd like to see a situation resolved. Some decisions you'll make as a leader impose sacrifices on your followers. Your followers may resent you. It's up to you as a leader to set an ethical example.

Pressures to be Unethical

Anyone can be ethical when there are no pressures to be unethical. At times, however, there are certain things such as personal ambition, convenience, greed, and prejudices that get in the way of ethical behavior. After all, leaders have human desires and motivations. But the power of leadership also comes with the responsibility of ethical behavior. When you are in a position of power, the temptation to get away with something can be great.

Sometimes leaders face pressure to bend or break the rules a little in order to get a promotion, gain popularity, or make it easier on a subordinate. That old saying, "The end justifies the means," could provide every leader with an easy excuse for doing something questionable. Leaders must be aware of these temptations and guard against them by maintaining a professional code of ethics. A principle, a belief, or a value is just an abstract idea until it is tested under pressure. Here are a few examples of some temptations that can get you into trouble.

SETTING IMPOSSIBLE GOALS

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



Figure 1.6.10

Leaders must realize that doing a good job takes time, ability, and careful attention to detail. When you lead, ensure that you do not practice tunnel vision by getting so absorbed in the end result that you neglect to consider what your team is capable of doing. Being too ambitious or setting impossible goals can result in negative effects. If you ask too much of your team members, they could lose respect and confidence in you as their leader. They may also feel pressured to cheat to reach the goals you've set. Setting impossible goals is also a morale killer. People may still try to do their best, but eventually they feel burned out.

PLACING SELF-INTEREST AHEAD OF ETHICAL NORMS

Self-interest is probably the most common cause of unethical acts. When leaders do things to improve their personal situation or to avoid criticism or punishment, they often lose sight of accomplishing the mission and of what is really important. Instead, they may be doing

extra favors intentionally to please their supervisors so that they "look good." As a result, team members lose trust, respect, and confidence in them. Plus, team morale and spirit also drop because followers feel that their leader puts their own recognition ahead of their own.

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

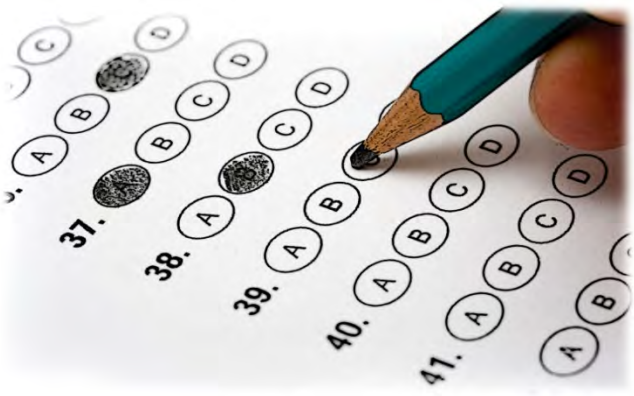


Figure 1.6.11

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

Self-interest seems less obvious as a motive when a leader does unethical things for "the team." But, usually such things are done because they will make the leader look better. For example, a leader of one group—while putting together a report—decided to steal information from another group in order to pass the project. In this example, that leader helped the team look better by having a well-documented report, but only because they expected to gain personally from it.

DOING WHAT YOU THINK OTHER PEOPLE WANT YOU TO DO

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



Figure 1.6.12

If you encounter pressure from team members or from a supervisor, do not give into it. It is a violation of professional ethics because it involves misrepresenting the truth.

Leaders must be honest with themselves as well as with others. Remember, as a leader, you are setting an example for your team. Doing what you think other people want you to do contributes to an unethical climate. It also destroys the real respect for the people in charge and ruins their power as a leader. Keep in mind, there is a difference between being popular and being respected.



Content Enhancement:

BILL'S STORY

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

Shortly after starting, one of the team leaders and several other members of the squad approached Bill. The team leader said, "Bill, this stinks. We're getting more than our share of the hard jobs. Besides, it's too dangerous out here. Someone could easily get hurt picking up broken glass or falling on a loose board and landing on a rusty nail. We feel that you didn't stick up for us when the platoon leader gave you this project. We think you care more about a promotion than you do about us."

Bill reassures the team leader that he cares about the squad. But the team leader persists, "I'll tell you what you can do to show that you really do care about us. How about we move a few things around and pick up some of the glass, then we could fake a few injuries. Then, you can call the project off and tell the platoon leader that it just wasn't safe out here. You could even recommend that this is a project for the school maintenance staff. That way, we can all go home and get out of this rain. No one will ever know the difference. So, what do you say, Bill?"

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

USING YOUR POSITION TO THREATEN OR HARASS SUBORDINATES

Respect is a two-way street. How can you respect your team if you do not treat them with respect? It is impossible. You should not motivate your followers through fear or threats. A leadership environment that is full of fear and criticism is not healthy.

Remember, you are supposed to lead by example and foster the development of subordinate leaders so eventually they can assume more responsibilities. Leading with favoritism ("why can't your people get as much accomplished as Tom does?") is just as damaging as using criticism that is not constructive. They both chip away at the confidence and morale of team members. Likewise, you should refrain from using bribery ("if you help me write this report, I'll promote you to my assistant"). This temptation is extremely destructive. Team members may feel like they can never truly please their leader, so why try. It shows a lack of judgment, moral principle, and integrity on the part of the person in charge. Obviously, a team will not have much respect or confidence in this leader.

Maintaining Your Ethics

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

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



Figure 1.6.13

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

Conclusion

Ethical dilemmas can occur in any setting, whether it's a personal or professional arena. But one of the best ways to avoid ethical dilemmas within your leadership role is to set the example for those whom you lead. Your followers will imitate you and your actions. By being your best, showing sound and fair decision-making skills, and treating your followers with respect and dignity, you instill ethical behavior in them.

Lesson Check-up



- **What questions can help you make ethical choices?**
- **What actions can leaders take to promote ethical behavior?**
- **Chris is having a big party this weekend when his parents are out of town. When you ask your parents if you can go to Chris' party, do you tell them his parents will be gone?**
- **What are common pressures for leaders to be unethical?**

LESSON 7

Supervising



Key words

- **group cohesion**
- **remediating**

What You Will Learn to Do

Analyze personal supervisory skills

Linked Core Abilities

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

Learning Objectives

- **Identify** the roles of a supervisor
- **Explain** how supervisors can improve team and individual performance
- **Describe** examples of effective supervisory skills
- **Define** key words: group cohesion, remediating

Essential Question

How can I improve my supervisory skills?

Introduction

Effective leaders empower people, and empowered people achieve desired outcomes. Through clear communication, praise, correction, and discipline, effective leaders enable people to meet and exceed standards. In this lesson, you'll learn about using your leadership skills to supervise others.



Figure 1.7.1

The Supervisor's Role

Supervision and management are words often used interchangeably in organizations. Both involve leading others in a shared goal or project. In JROTC, you'll hear people talk about the top-level skills needed for managing projects—planning, organizing, coordinating, directing, and controlling. In this lesson, we'll look at supervision as the set of skills used in face-to-face, hands-on leadership with a team.

If you've been given a supervisory role, you have serious responsibilities. New supervisors need to be clear about their responsibilities and where they fit in with the larger organization. A supervisor must know their own duties and what is expected. Supervisors also need a full understanding about their level of authority. They know which decisions they can make and which ones are made by someone higher up in command. Effective supervisors also know the people they are supervising. They know the strengths and

weaknesses of individuals as well as team abilities. Supervisors also understand their organization's structure and goals.

As a JROTC leader and supervisor, you will:

- Be a role model to others
- Clarify goals and tasks
- Assign and coordinate team tasks
- Solve problems
- Maintain discipline and resolve conflicts
- Coach, mentor, and correct
- Improve team and individual performance

Compare this list to what you learned about management skills in an earlier lesson. As you'll see, managing projects involves some of the same skills as supervising people—but they are not the same thing!

Supervising People



Figure 1.7.2

Effective supervisors have good people skills. They don't just bark out orders. They are excellent communicators. They know how to coach, motivate, and foster teamwork. When you are in a supervisory role, you consider both *what* you are communicating and *how* to communicate it. You strive to understand the communication and learning styles of your team when you communicate with them. Know the skill level of your team members, and make sure they have the skills needed to accomplish the tasks you've assigned. Make sure your team members understand what you expect of them.

SETTING STANDARDS

As a JROTC Cadet in a supervisory role, you'll make expectations and standards clear to those you are supervising. Effective supervisors insist on standards of performance. When supervisors clearly convey what they need and then offer corrections and feedback, the members of the group can ratchet up their performance until it meets or exceeds standards.

Consider a student who is in a supervisory role overseeing his yearbook staff. When he sees that one of his graphic artists has produced a page that is not up to the standard of the others, he doesn't let that page pass his approval. Letting it pass would lower the standard

for future work and undercut **group cohesion**. The supervisor needs to correct, teach, and then praise when the standard is met.

Discipline and commitment are also elements of meeting standards and expectations. A disciplined graphic artist working on the yearbook will do his best work and complete the page on time, even though he'd rather hang out with friends. As a team leader, you may have already noticed that discipline and commitment can be contagious. It helps team members develop confidence and trust in each other.

Key words

group cohesion: The characteristic of group members sticking together, or group unity

remediating: Correcting a flaw or mistake

Content Enhancement:

WISE WORDS ON DISCIPLINE

General Dwight D. Eisenhower, quoting LTG Leslie J. McNair in 1941, said: "Our troops are capable of the best discipline. If they lack it, leadership is faulty."

General George S. Patton said, "Discipline is based on pride in the profession of arms, on meticulous attention to details, and on mutual respect and confidence. Discipline must be a habit so ingrained that it is stronger than the excitement of battle or the fear of death."

COACHING, MENTORING, AND REMEDIATING

Coaching, mentoring, and **remediating** are important supervisory skills. Ideally, you give immediate feedback when a team member is not meeting standards. This on-the-spot remediation, or correction, accelerates learning. People won't waste time doing things the wrong way. The more they practice doing something the correct way, the better their performance will be.

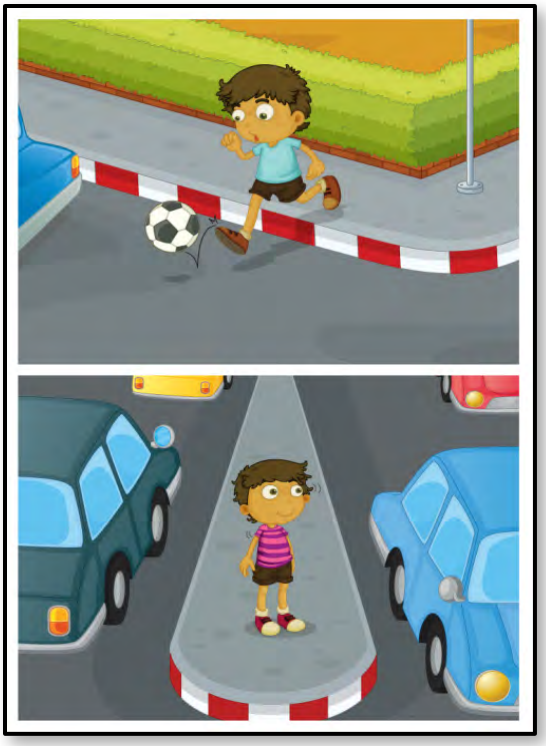


Figure 1.7.3

Consider this example: Your mother asks you to teach your seven-year old brother to walk to his friend's house by himself. Your supervisory task is to help him develop the skills he'll need, such as crossing the street safely and learning the route to and from home. You also want to instill the confidence in him so that he'll feel capable of walking to his friend's house on his own.

How do you supervise your brother?

- Explain the task to him and tell him how he'll know when he can walk to his friend's house on his own?
- Explain the right-of-way rules that apply to an intersection?
- Tell him about the mortality rates in pedestrian-car accidents?

How do you supervise your brother? (cont'd)

- Ask him to explain to you how he'd get there, and then correct him as needed?
- Give him directions? "Walk two blocks, turn left on Main Street, then walk three blocks until you see your friend's house."
- Walk with him to the friend's house every day for a week until he feels confident enough to try on his own?
- Walk behind him and tell him what to do at intersections?
- Let him guess how to do it and yell at him when he makes a mistake?

If you follow your brother to his friend's house each time, you could undercut his confidence and hamper his independence. If you just send him off without showing him the way, however, he might become lost and frightened, and lose even more confidence. Obviously, effective supervision requires presence so that you can make corrections such as "Don't just cross the intersection. Stop and look both ways. Make sure no cars are coming."



Figure 1.7.4

Being present also allows a supervisor to give praise, such as "Hey, you remembered to stop and look. That's how to do it. Good job!" One of the most important abilities of a supervisor is recognizing when someone is ready to attempt a task on their own. For example, you might follow several yards behind your brother to make sure he's learned the route and can safely cross intersections. Because there is such a huge safety issue, you might shadow him several times before letting him do this on his own.

This example points to an issue you may experience with your own team members. You know that checking and correcting improves performance, but how much checking and correcting should you do? Is there a point at which it prevents learners from building self-confidence? These questions will be easier for you to answer as you gain experience.

Good supervisors know to correct learners in a way that promotes the learner's self-confidence and pride. Developing effective coaching skills takes practice and analysis. At the end of a day, ask yourself "Did my coaching improve the learner's performance? Did it promote independence?" If your answer is "no" you should work on other approaches for coaching. Focus on approaches that will be a good fit for the individual you are coaching.



Figure 1.7.5

Remember, different learners will respond differently to the same coaching! Analyzing your approach is one way of taking responsibility for the choices you made that day. This type of self-analysis enables you to become a lifelong learner and a more effective leader.

Supervising others is a balancing act. Too much supervision can undercut confidence; not enough supervision undermines goals. An effective supervisor finds the right balance.

Conclusion

A good supervisor must be a teacher, coach, and counselor. They must also be alert and aware of what's going on around them. By attending to details, a leader determines which standards are and are not being met.

The amount of supervision will vary from person to person. Regardless of the amount of supervision, the desired outcome remains the same—to develop proficiency, pride, and confidence so that your team can achieve its goal.

Lesson Check-up



- **What is discipline and why is it important?**
- **Explain the roles of mentoring and remediation in supervision.**
- **What are some negative effects of over supervising?**

CHAPTER 2

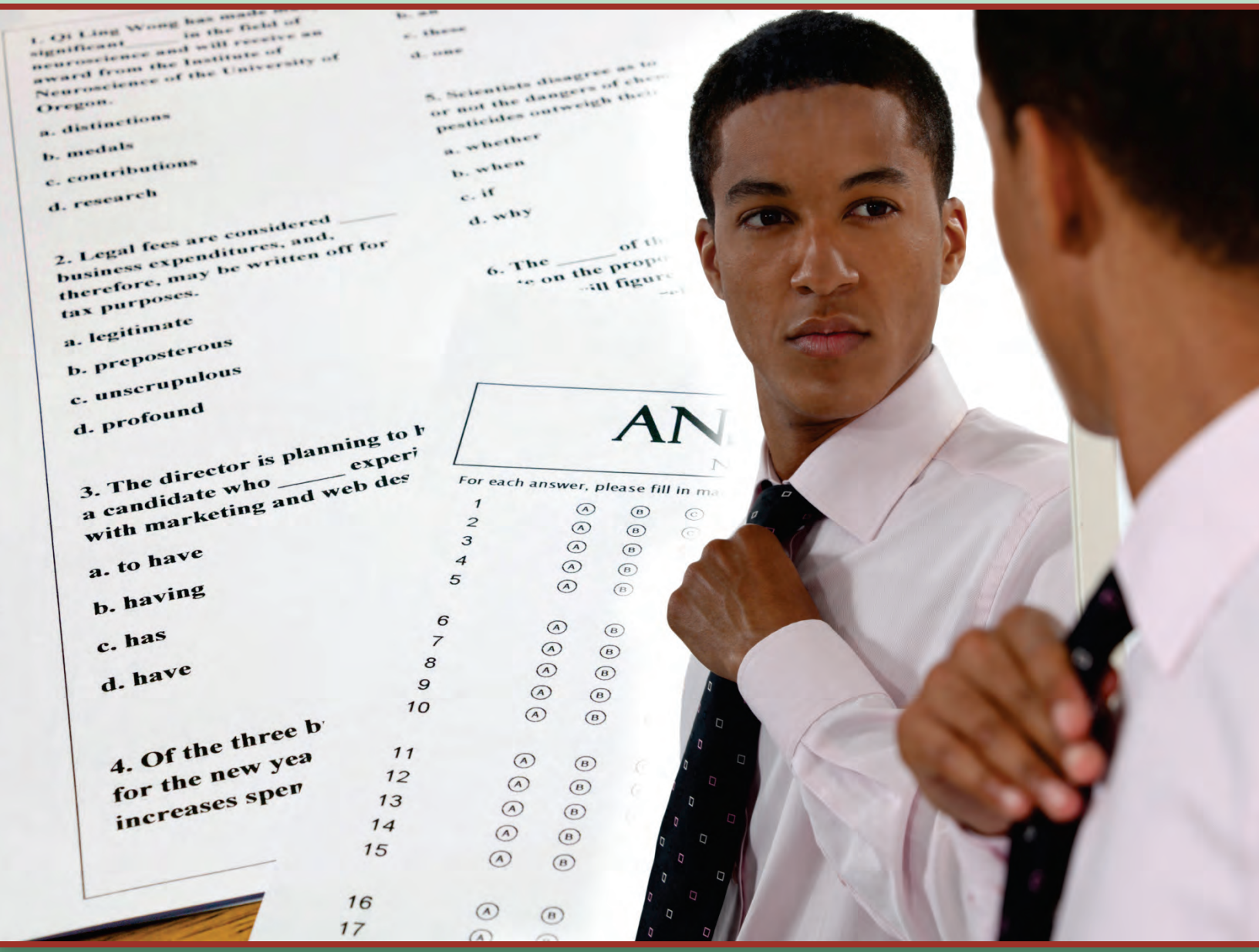


Figure 2.0

PERSONAL GROWTH AND BEHAVIORS

Chapter Outline

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How can a portfolio help your career development?

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LESSON 1

Post-Secondary Action Plan



What You Will Learn to Do

Create a post-secondary action plan

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Take responsibility for your actions and choices

Learning Objectives

- **Explore** various post-secondary options that support your career goals
- **Determine** the admissions process for post-secondary institutions
- **Explore** ways to finance post-secondary education
- **Relate** how the military can help you meet your career goals
- **Assess** the personal and community benefits of AmeriCorps

Key words

- **admissions**
- **college**
- **community college**
- **financial aid**
- **grants**
- **open-admissions policy**
- **room and board**
- **ROTC**
- **scholarship**
- **transcripts**

Essential Question

What plans are you making for your education or training after high school?

Learning Objectives (cont'd)

- **Define** key words: admissions, college, community college, financial aid, grants, open-admissions policy, room and board, ROTC, scholarship, transcript, tuition, university

Key words (cont'd)

- **tuition**
- **university**

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Introduction

Before you can begin preparing for **college** or any post-secondary plans, you have to ask yourself a few questions. "What are my reasons for attending or not attending college?"

Attending college is not the only way to attain your career goals. It is possible that certain careers can be pursued without a traditional four-year college program.

If a traditional **college** or **university** does not cover your career choice, you might explore the opportunities that a business, trade, or technical school has to offer. The length of study at these schools varies from a few weeks to a few years. You can learn a particular skill or trade and earn a diploma, certificate of completion, or a license of some sort following the completion of the program.

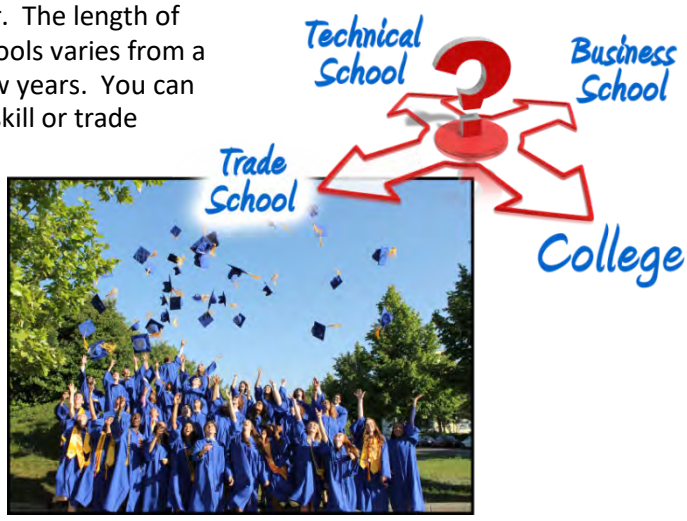


Figure 2.1.1

Key words

college:
An independent institution of higher learning offering a course of general studies leading to a bachelor's degree; a part of a university offering a specialized group of courses; an institution offering instruction, usually in a professional, vocational, or technical field

university:
An institution of higher learning providing facilities for teaching and research, and authorized to grant academic degrees including bachelors, masters, and doctorate degrees

Post-Secondary Options That Support Your Career Goals

Let's take nursing for example. You must earn either a two-year associates degree or a four-year baccalaureate degree to qualify for a job as a registered nurse. However, in a two-year program at a **community college**, you would not take the courses in management and public health found in the four-year degree, but you would get more clinical experience.

Similarly, you may think nursing is the perfect career choice for you, but you just aren't quite sure and want to invest the time or money yet on making that clear cut decision. Perhaps you could get a one-year technical diploma as a Medical Assistant or a short-term certification as a Certified Nursing Assistant. Maybe you can serve in a national service program that could use your aptitude for medical interests. Perhaps the military also has an option for you in this field.

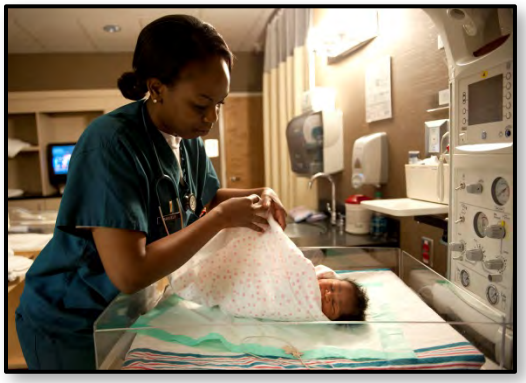


Figure 2.1.2

Key words

community college: Also known as junior college; two year college offering courses and programs leading to technical certificates, one- or two-year technical diplomas, and associate degrees

COLLEGE



Figure 2.1.3

Should you continue your education after high school? If your goal is to become a more informed citizen, to be well-rounded, or to earn a better living, a college education can help you achieve that goal. Maybe you've dreamed of going into a particular career such as teaching or the entertainment industry. You may also be interested in law, marketing, medicine, or being a military officer. Whatever your dream job, a higher education, or study at a college or university—perhaps starting at a community or junior college—can open doors to more possibilities and choices than you ever imagined. If that's not enough, you will also have a chance to make friends for a lifetime, and have a great time doing so.

Colleges and universities are exciting places to be. They have social and cultural centers with much to offer students of any age, nationality, or social background.

To begin narrowing down your selection, it is important to know what kind of 'college' you need to pursue. Begin by understanding the difference between college, university, and higher education, which are often used interchangeably. Although universities are generally larger than colleges, they both offer higher education courses and cover roughly the same subjects. A degree from a four-year college is the same as a university degree. A degree from a two-year community or junior college, however, is not the same as a four-year college or university degree.

Community College

Within your region, there is probably a community college within driving distance to your current home. Community and junior colleges offer courses and programs that lead to technical certificates, one- or two-year technical diplomas, and associate degrees.

Community colleges may fit your needs because:

- They are often less expensive than four-year colleges.
- Their entrance requirements are not as difficult as many state and private four-year colleges, which have become more selective in recent years.
- Many have an **open-admissions policy**, or a policy that permits enrollment of a student who has a high school diploma or equivalent, or in some cases, regardless of academic qualifications.
- They are often more willing to accommodate part-time students.
- They often tailor their programs to the needs of local employers.
- They arrange their schedules to fit those of working adults.

Students who aren't able to enroll in a college or university because of their academic record, limited finances, or distance from such an institution, can enroll at a junior or community college and earn credits that they can apply toward a degree at a four-year school.

Key words

open-admissions policy: A policy that permits enrollment of a student who has a high school diploma or equivalent, or in some cases, regardless of academic qualifications

Four-Year Colleges and Universities

Four-year colleges and universities provide courses in a wide variety of subjects, both theoretical and practical. They offer their students the knowledge to succeed in many fields. They also can help place you in internships, where you will gain work-related experience that will help you get a better job after graduation.

A wealth of information on colleges and universities is available at your local library and the Internet. Be sure to talk with your high school guidance counselor and contact individual colleges.

MILITARY

U.S. armed forces hire enlisted and officer personnel each year. The military is one more career option to consider in your career planning. Serving in the armed forces allows you to contribute to your own advancement and to your country at the same time.



Figure 2.1.4

The military offers three career paths for its members: the noncommissioned officer path, the warrant officer path, and the commissioned officer path. Within each of the three types of military career paths, you can find a variety of career groups.

- Human Services Occupations
- Media and Public Affairs Occupations
- Health Care Occupations
- Engineering, Science, and Technical Occupations
- Administrative Occupations
- Service Occupations
- Vehicle and Machinery Mechanic Occupations
- Electronic and Electrical Equipment Repair Occupations
- Construction Occupations
- Machine Operator and Precision Work Occupations
- Transportation and Material Handling Occupations
- Combat Specialty Occupations



Figure 2.1.5

Of these 12 categories, all have civilian counterparts, except Combat Specialty Occupations. A specialty is a particular branch of a profession or field of study to which its members devote or restrict themselves. The military offers over 2,000 job specialties within these 12 broad areas from which enlisted personnel can choose.

Though you may qualify to enlist in a branch of the military right out of high school, there are other avenues to pursue in a military career or opportunities that provide the education or training you desire.

Reserve Officers' Training Corps

The Reserve Officers' Training Corps (**ROTC**) is a course that you can take while in college. The Army refers to this course as the Senior ROTC program (SROTC). SROTC is a two- to four-year program that has extensive military training both on campus and at summer camps.

Many colleges and universities across the country offer ROTC programs for the Army, Navy/Marine Corps (the Marines do not have their own program), and Air Force. In some cases, you may be eligible for a military **scholarship** (where the military pays most of the educational costs plus a

Key words

ROTC:
The Reserve Officers' Training Corps is a course that you can take while in college; after graduating from college and successfully completing the ROTC training, you become a commissioned officer

scholarship:
Types of student financial aid that you do not have to repay; received as result of academic, athletic, or artistic achievement

monthly stipend for up to 10 months per year), or **financial aid** while participating in ROTC. After graduating from college and successfully completing ROTC training, you become a commissioned officer. This commission will incur an eight-year service obligation. Participants must be younger than 27 years of age for the Army—25 for the other services—when commissioned.



Figure 2.1.6

Key words

financial aid:
Financial assistance for post-secondary education; comes in the forms of loans, grants, and scholarships

tuition:
The fee for instruction

Service Academies

There are four service academies for which you can apply and receive a commission in the U.S. armed forces:

- U.S. Military Academy at West Point, NY (for Army applicants)
- Naval Academy at Annapolis, MD (for Navy and Marine applicants)
- Air Force Academy at Colorado Springs, CO
- Coast Guard Academy at New London, CT

Each academy is a four-year program in which you can graduate as a military officer with a Bachelor of Science degree. At these academies, the government pays your **tuition** and expenses. In return, you are obligated to serve six years on active duty and two years in an inactive reserve status. Applicants must be at least 17 years of age but not older than 22; a U.S. citizen; of good moral character; able to meet the academic, physical, and medical requirements; not be married or pregnant; and not have any legal obligations to support family members.



Figure 2.1.7

Acceptance to an academy is highly competitive. Each year, they receive between 10,000 and 12,000 applications. Of those who qualify, approximately 1,200 receive appointments.

Officer Candidate/Officer Training Schools

If you are a college graduate with a four-year degree and do not have any prior military experience, you may join the service of your choice with a guaranteed option to attend Officer Candidate School (OCS) or Officer Training School (OTS). Course lengths vary by service, but they are normally less than six months. After successfully completing the training, you are eligible to become an officer.

If you earn a degree while serving on active duty, you may apply for OCS or OTS. You must first meet all of the prerequisites and your unit commander must approve your request. Additionally, each state National Guard has its own OCS that takes applicants directly from its own units. If they successfully complete the training, they are commissioned and are usually sent back to the unit from which they came to serve as officers.

SERVICE PROGRAMS

Perhaps you are still not quite sure what direction you will head after high school. One consideration may be a national service program where you and other 18-24 year olds can build your skills and abilities, work with teams, and serve a community in need.



Figure 2.1.8

Peace Corps

The Peace Corps was born from a challenge in 1961, when former Senator John F. Kennedy, issued to students at the University of Michigan to serve their country by living and working in developing countries. Since then, the Peace Corps have placed over 220,000 volunteers in 140 countries to work on projects from agriculture and AIDS education information. Their mission has not changed since 1961—to promote world peace and friendship.

Peace Corps

Figure 2.1.9

Multiple volunteer programs allow individuals, 18 years to retirement age, an opportunity to serve and build their existing skills, abilities, and knowledge.

For more information about the Peace Corps visit www.peacecorps.gov/today/.

AmeriCorps

AmeriCorps is a network of local, state, and national service programs that connect over 70,000 Americans each year in intensive service to meet community needs in education, the environment, public safety, health, and homeland security. AmeriCorps' members serve with more than 2,000 non-profits, public agencies, and community organizations.

There are three programs to enroll in: (1) VISTA; (2) NCCC; and (3) AmeriCorps State and National. Each has a unique role in national service. Regardless of the program, members serve in full or part-time positions over a 10-12 month period.

Figure 2.1.10

When a member has completed their service, they receive a Segal AmeriCorps Education Award of up to $4,725 to pay for college, graduate school, or to pay back qualified student loans.

Members who serve part-time will receive a partial education award. Those members who participate in the VISTA program also have the option to select either the Segal AmeriCorps Education Award or an end-of-service stipend of $1,200. Members also have access to other benefits such as health insurance, childcare, training, and a hold on payment toward student loans during their service. Some also receive a modest annual living allowance depending on the terms of their program.

Content Highlight:
JOINING AMERICORPS

An application process will walk you through the steps to becoming an AmeriCorps member. However, before you do that, investigate the national service opportunities further by visiting AmeriCorps website at:

http://www.nationalservice.gov/programs/americorps

College Admissions Processes

If a college has the training or education program that you desire, then consider what is necessary to apply to the institution. The process of applying to college should begin no later than the fall of your high school senior year. If you are applying to more than one college, the process can become overwhelming. It is important that you are organized and have your career development portfolio up to date.



Figure 2.1.11

The following steps outline the major tasks involved in the **admissions**:

1. Gather applications from the colleges you are considering.
2. Know the application deadlines for each college.
3. Complete and mail each admissions application.
4. Apply for financial aid (keep in mind application deadlines).
5. Apply for scholarships (keep in mind application deadlines).
6. Apply for campus housing if you are not living at home while you attend college.
7. Make your college choice, enroll, and register for classes.

Key words

admissions:
College entrance requirements

Admissions or entrance requirements can differ from one college to another; however, there are basic criteria that are required for the majority of colleges.

- One of the basic admissions requirements is that you must have graduated from an accredited high school or have earned a General Equivalency Diploma (GED).
- Many colleges require specific coursework or curricula from high school. For example, a college could require that you have four years of English, three years of Math, two years of History and Science, as well as a required number of course electives.
- Some colleges look at your grade point average (GPA) and your rank-in-class (this is usually found on your school **transcript**s).
- Most look at standardized test scores such as American College Test (ACT) or Scholastic Aptitude Test (SAT).

Key words

transcript:
Permanent list of classes and the grades you've earned in those classes. High school transcripts may also contain information about overall GPA, attendance, and class ranking



Figure 2.1.12

TRANSCRIPTS

Transcripts are a permanent list of classes and the grades you've earned in those classes. High school transcripts may also contain information about overall GPA, attendance, and class ranking. College transcripts will list all classes you enroll in and the grades you earn. It will list classes you withdraw from and audit, as well. Grade point averages, earned degrees, and graduation honors will also be listed on college transcripts.

HIGH SCHOOL GRADE POINT AVERAGE

Even colleges with open-admissions policies demand that students have completed a pre-college curriculum and have earned a GPA that meets their minimum standards. This baseline varies from college to college, so research your college's admissions standards to see if you qualify.

A somewhat common GPA minimum standard is 2.5; however, if students do not have a 2.5 GPA or if they have earned a GED, a college may accept that if the student has earned a higher-than-minimum score on ACT or SAT composite scores.

PRE-COLLEGE CURRICULUM

Preparatory curriculum varies from state to state, but, in general, colleges with open-admissions policies insist that incoming college students have completed specific requirements in the core academic areas. Commonly, those requirements include completing four units of English, three units of Math, three units of Social Science, three units of Natural Science, and two units of Foreign Language. If you are nearing graduation and have not completed a pre-college core of classes, you may want to consider summer school.

TESTS

As part of their admissions process, colleges generally require the scores of a standardized test. Two common standardized tests are the American College Testing (ACT) program and the Scholastic Assessment Test (SAT) program. The scores of these tests are used differently by colleges that have competitive admissions than by colleges with open-admissions.



Figure 2.1.13

Colleges with competitive admissions use these scores as one means of selecting students. Students with high ACT or SAT scores may be accepted to a number of colleges while students with average to low ACT or SAT scores may have difficulty being accepted to schools with competitive admissions.

Financing Your Post-Secondary Education

A college degree can lead to a great future. As you know, it can open the door to hundreds of careers—as a doctor, a lawyer, an engineer, or a military officer, for example. But you've probably heard that college can cost a lot. In some cases, that is true. At some colleges, tuition, or the fee for instruction, can cost over $50,000 a year. Most colleges, however, cost far less.



Figure 2.1.14

In fact, only a small fraction of U.S. students attend colleges where the annual tuition is $33,000 or higher. According to the College Board, a nonprofit organization, 50 percent of full-time students pay less than $10,000 for tuition per year.

Tuition is not the only cost of college. If you are no longer living at home, you will also have to pay **room and board**. You will have other expenses as well. In college, unlike high school, you will have to pay for books. You will also pay laboratory, library, and medical fees. Then there is the cost

Key words

room and board:
The cost for college living and the cost for food while attending college

of transportation. Some students have cars on campus; that means fuel, repair, parking fees, and insurance costs. If you do not have a car and your college is a good distance from your home, you will have long-distance travel expenses whenever you go home for vacation.

Do not let the cost of college discourage you. Remember, there are many education opportunities at two-year colleges that have credit transfer agreements with 4-year colleges and universities.

The least expensive option for higher education is usually a two-year college. If you attend a two-year college, you can earn an associate's degree after two years of study. A two-year degree does not prepare you for as many careers as a four-year degree does. However, if you are not sure whether a four-year college is right for you right after high school, this option is worth considering.

Attending a two-year college, then transferring to a four-year school can help keep your costs down. In addition, attending a two-year college to take general education requirements such as math and science can give you some additional time to decide on a major prior to transferring to a four-year college. It can also provide additional sources to help you decide on a direction for a career path, and a four-year college you would like to attend to help meet your career path goals.

SOURCES OF COLLEGE FUNDS

Key words

grants:
Type of financial aid that you do not have to repay; recipients selected based on financial needs

You or your family may already have saved enough money to pay for your college. If so, you have a lot for which to be grateful. Most young people, however, have to find the money to finance their college education. Fortunately, once they start looking, they find many sources of financial aid—so many, in fact, that it takes time and patience to sort through them. There is plenty of financial aid or financial assistance available out there! However, finding and applying for the right form of help will take a lot of work on your part. If you are planning to go to college, start your financial preparation early—at least by the spring of your junior year. This section describes the major sources of financial aid for college students. They include scholarships, **grants**, and loans.

Scholarships and Grants

Scholarships and grants are types of student financial aid that you do not have to repay. Scholarship recipients are usually selected based on academic, athletic, or artistic merit. Grant recipients are usually selected based on their financial need. College students receive millions of dollars in scholarships and grants each year.



Scholarships

Most scholarships go to students with special qualifications, such as academic, athletic, or artistic talent. Scholarships are also available for students who want to pursue a particular field of study, such as architecture, chemistry, or literature. Members of particular groups, such as religious, ethnic, military, or community groups, may also be eligible for certain scholarships. For example, your church denomination may offer a scholarship

to a private college affiliated with your denomination or the local Elks Lodge or Rotary Club very likely offers scholarships for students from the local community. Scholarships are available for students who live in certain areas of the country or who demonstrate financial need. Good grades are important, but you do not have to have a 4.0 GPA to get a scholarship.

To find out which scholarships you might qualify for, talk to your high school guidance counselor, campus career center, or go to your school library or a public library. You can also search the Internet for scholarships. In doing your own search, however, beware of information overload. Ask someone with a little experience (a parent, librarian, teacher, or even a friend who has applied for scholarships before) to help you get started on your search. Even though the Internet puts a tremendous amount of information at your fingertips, you still have to sort through it to determine which information applies to you.

If you have already decided which colleges you will apply to, contact each school's financial aid office for lists of their scholarship programs. Many schools also have their own financial aid programs.



U.S. Government Grants

- *Pell Grants* – If you need money to finance your education, a federal Pell Grant might be one of your best options. Pell Grants are need based, which means funds are given to students who have a documented need.

To apply for a Pell Grant, you must complete the Free Application for Federal Student Aid (FAFSA) form. It is available online at *www.fafsa.ed.gov*. Fill out the FAFSA form as soon as you can after January 1 of the year you will start college. To complete the form, you will need your most recent tax forms along with those of your parents or guardian, as well as your Social Security number. Once you submit your application, the U.S. Department of Education will determine whether you are eligible. In reviewing your application, it will look at the amount that your family can afford to contribute to your education. It will take into account your family's income during the past year, current assets, and expenses.

FAFSA
U.S. DEPARTMENT OF EDUCATION
FEDERAL STUDENT AID

Figure 2.1.15

- *Federal Supplemental Educational Opportunity Grants (FSEOG)* – Another U.S. government grant is the Federal Supplemental Educational Opportunity Grant (FSEOG). The FSEOG is for students with exceptional financial need. It gives priority to students who receive Pell Grants. You can receive some monies once a year for a FSEOG, depending on when you apply, your need, and the policies of your school's financial aid office; however, you have no guarantee of a FSEOG, even if you qualify. Each school receives enough money from the government to pay for all its Pell Grantees, but the government does not guarantee money for every FSEOG applicant.



U.S. Government Loans

Scholarships and grants often don't cover all college expenses, and many students do not receive them at all. Federal government loans offer another means of financing your education. These loans have low interest rates and do not require credit checks or collateral. They have a variety of repayment terms. Such loans are very popular—in fact, two-thirds of undergraduate students graduate with some debt.

Keep in mind that these loans are only for tuition and other education-related expenses, and you cannot borrow any more than you need to cover those expenses. That means, for example, that even if you qualify for $10,000 more than your tuition and fees, you cannot borrow an extra $10,000 in order to buy a car.

- *Stafford Loans* – The most common federal loan for students is the Stafford loan. A Stafford loan may either be subsidized, meaning the government pays the interest while you're in school, or unsubsidized, meaning you pay all the interest. Unsubsidized Stafford loans are available to all students. To receive a subsidized Stafford loan, you must demonstrate financial need.

  Many students combine subsidized loans with unsubsidized loans to borrow the maximum amount permitted each year. These limits vary based on whether or not you are financially and legally a dependent of your parents (or someone else).

- *Perkins Loans* – Perkins loans are awarded to students with exceptional financial need. Although funded through the federal government, they are offered through a college or university's financial aid office. Perkins loans are subsidized—the federal government pays the interest while you are in school. The student financial aid office at your college or university will determine the amount of a Perkins loan you receive.

- *Parent Loans for Undergraduate* Students *(PLUS)* – Your parents or a stepparent can also take out loans to help with your education. They can do this through the Parent Loan for Undergraduate Students (PLUS) program. Like Stafford loans, PLUS loans come from the Department of Education. PLUS loans have variable interest rates and repaying them is the parent's financial responsibility, not the student's.



Private Loans

Government loans are the best deal for students because of their lower interest rates and because of the opportunity to have all or a portion of the loan subsidized. If you've taken maximum advantage of these loans and still need money, however, you may consider a private lender such as a bank, credit union, or other private company.

Private lenders sometimes charge fees (in addition to interest) when they make loans. These fees can substantially increase the cost of the loan. If you can get a loan with a low interest rate but high fees, you might end up paying more for the loan than if you had a higher interest rate with no fees. A good rule of thumb is that fees equal to 3 percent of the total you are borrowing and will cost you about the same as a loan with a 1 percent higher interest rate.

Conclusion

After you have gone through the process of picking a career pathway, making a decision about the post-secondary option that fits your career goal and financial situation, applying for financial aid, and completing applications... you now wait to get accepted. If you complete these steps, it is evident that you are committed to your education. Such motivation to succeed will help you reach your career goals.

Lesson Check-up



- **How will you determine if the post-secondary option is right for you?**
- **What options are available to you to pay for your education?**
- **What are the differences between a loan, a grant, and a scholarship?**

Personal Planning and Management



Key words

- **habitual**
- **internship**
- **multitasking**
- **prioritize**
- **time management**

What You Will Learn to Do

Develop personal planning and management strategies

Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Take responsibility for your actions and choices

Learning Objectives

- **Analyze** the importance of time management
- **Identify** strategies for overcoming procrastination
- **Explore** time management strategies
- **Explore** methods for managing your current and future schedule
- **Define** key words: habitual, internship, multitasking, prioritize, time management

Essential Question

How can personal planning and management contribute to your future success?

Introduction

When you finish high school, you'll enter a completely new world—a world in which you will have more control of your time than ever before. This freedom and independence will probably feel thrilling; however, to succeed in this new environment with this new freedom, you will also have to exercise your **time management** skills. Take a moment to think about these questions:

- Do you make the best use of every minute?
- Do you meet your deadlines?
- Do you postpone some tasks until it's almost too late, and then work in a frenzy to get them done?
- Have you ever planned ahead enough to ask a teacher for an extension on a deadline for a major assignment?

Key words

time management: Keeping control of your time in a way that best enables you to achieve your goals according to your priorities

Time management includes setting priorities, planning, fighting procrastination, eliminating distractions, and eliminating activities that don't help you meet your goals.

When you manage your time well, you can reach those goals because you get things done. You also maintain order in your life and reduce stress. On the other hand, when you don't manage your time well you frequently feel stressed and under pressure; always feeling rushed and behind—trying to catch up. Time management will help create time for things you *want* to do as well as things you *have* to do.



Figure 2.2.1

Setting Priorities

You may think people succeed because they're rich, talented, or just lucky. Those things do help. However, one of the most significant reasons for many people's success is much simpler—they know how to make good use of their time.

They know how to **prioritize** an activity, a goal, or another demand on time or energy. A high priority is something that you consider more important than other things. You can't do everything. There's just not enough time. So you have to make choices about what to do, or what to do first. Successful people know their priorities, and they manage their time with an eye toward achieving them.

Your priorities should reflect your goals—the things that are most important to you. For example, getting good grades is a goal for most college students, but meeting people and enjoying new experiences are important, too. Sometimes these priorities will go hand-in-hand—for instance, you might make some friends through working on a group project or by joining a productive study group. However, quite often your academic priorities and your social priorities will not fit together, and you will need to make choices about how to spend your time. To be a successful college student, you'll need to manage your time in a way that reflects your academic priorities and helps you meet your goals.

Key words

prioritize:
To determine the order for dealing with a series of items, activities, or tasks according to their importance to a goal or value

In college, you can expect to spend far less time in class than you do in high school but far more time studying out of class. The average undergraduate student takes four to five courses per semester, or 15 credit hours. This typically means that a student attends class for about 15 hours a week. Most high school students attend school five days a week for seven hours a day. That's 35 hours a week!



Figure 2.2.2

But, the lack of class time hours in college does not mean you'll have a ton of time of your hands. The reason you are in class fewer hours in college is to give you more time to study the material outside of class. Nearly all college experts advise college students to spend at least two hours studying for every hour spent in average classes. For more challenging classes, plan on three hours per class hour; for the toughest classes, plan on four. That volume and consistency of studying on your own will require self-discipline.

Managing your time, however, doesn't mean giving up fun. Every day you are given a precious gift—the gift of time. You get twenty-four hours, but how you choose to use this time makes all the difference. When you take responsibility for your time—by planning your day and building a schedule to achieve your goals—you are practicing time management.



Figure 2.2.3

Overcoming Procrastination

Did you ever wait until the last minute to write a paper and then work on it all night? And did you swear that the next time you'd start earlier? Did it work? If you're like most people, you didn't learn from that unhappy experience.

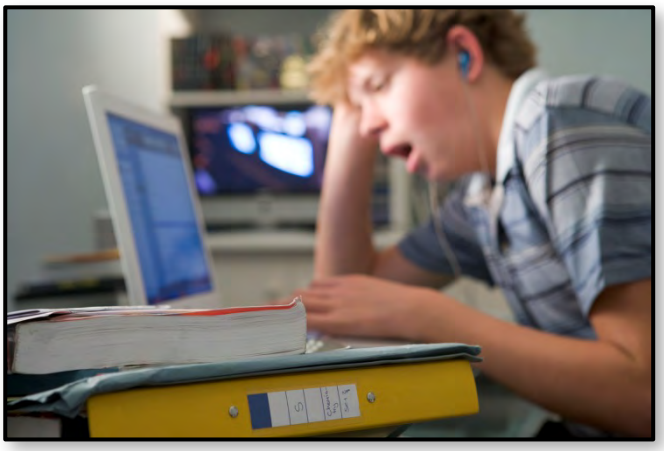


Figure 2.2.4

You repeated your mistake—if not the next time, then soon thereafter. One of the most significant obstacles to good time management is the tendency to procrastinate or to put off doing something, especially out of **habitual** carelessness or laziness.

Many people think that using time well means working all the time. But what do you really mean by "working"? Are you watching TV while reading your history assignment? If so, you're not concentrating fully on your assignment. You're not learning effectively. What's more, you're probably not enjoying the TV show as much as you would if you didn't have a book on your lap. You're truly wasting time—spending it and getting nothing in return.

Alternatively, you might be working well, but working on the wrong thing. For example, if you're working on your art project, which is due next

Key words

habitual:
To do something constantly, as a habit; procrastination is to habitually put off doing something, especially out of carelessness or laziness

week, rather than your English paper, which is due tomorrow, you are not setting proper academic priorities or managing your time well.

REASON FOR PROCRASTINATION

Why do people procrastinate? There are many reasons:



Figure 2.2.5

- *Superhuman expectations* – You put more on your calendar than you can possibly accomplish, hoping that by sheer willpower you'll get it all done. When you discover that you can't do it all, you eliminate the things that are the hardest—but those may be the most important.
- *An incorrect view of your ability* – You come up with all kinds of reasons why you just aren't good enough. For example, you tell yourself that smart people don't have to study, and everybody is smart but you—so why even try? In fact, everyone has to study. People may seem smart because they are disciplined and manage their time well. People are not born with calculus formulas in their heads. Those who excel have learned to use their time well and to study effectively.
- *Fear of failing* – Perhaps you've done poorly in a difficult subject in the past. You're scared that's going to happen again, so you give up without trying.
- *Emotional blocks* – You know that it's already past time to start working on your science project, but you don't know how to start. You feel guilty because you have wasted so much time. You feel defeated before you even begin. "I might as well just play some video games for an hour or so," you say. "They will get me relaxed, and then I can start." Soon other distractions come along. Before you know it, you are really behind. It's a vicious cycle. Delay leads to greater delay.



Figure 2.2.6

It might be helpful to think of time management not as a way to get more work done but as a way to make more time for fun. If you get your work done on time, you will have more "free time" that truly is free. You won't be out at a movie with friends thinking in the back of your mind, "Man, I really should be working on that paper." That's no fun.

TALKING PROCRASTINATION

Procrastination is such a widespread problem that many experts have made entire careers advising people how to beat this dangerous habit. These experts agree that the first step in using your time better is to become aware of how you use it now. They recommend an experiment in which you keep track of your time in 15-minute blocks over an entire week. This process shows you how much time you really spend watching TV, playing games, texting, surfing the Internet, or talking on the phone. You may be surprised at how much time you waste. Once you have tracked your use of time for a whole week, you can begin to recognize areas where you tend to procrastinate or waste time in other ways, and you can begin to make changes to your studying, working, and recreation habits.

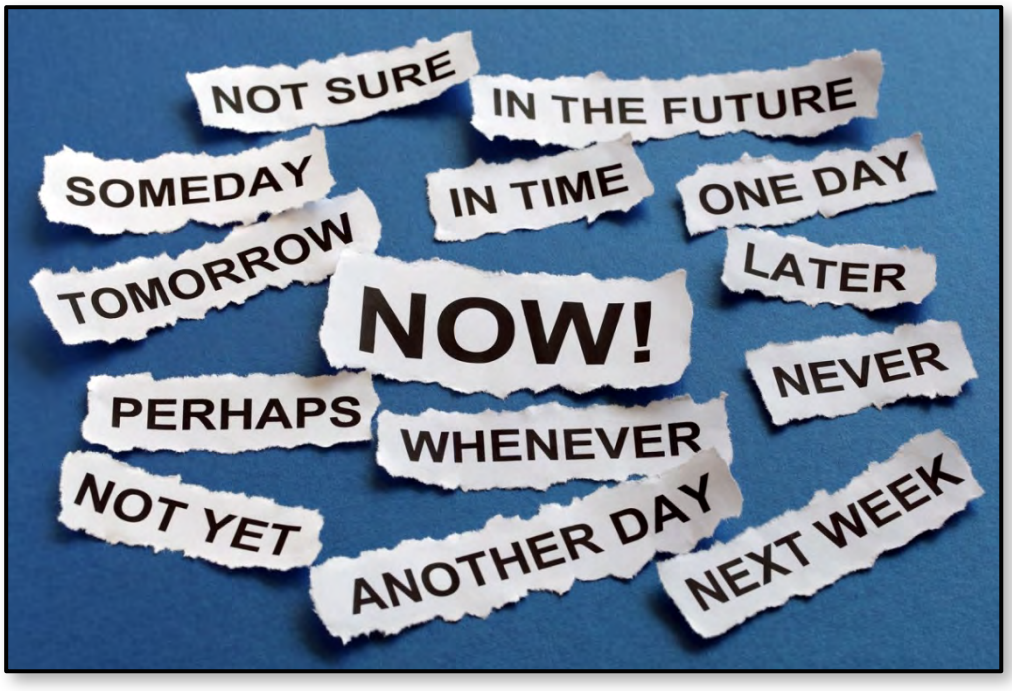


Figure 2.2.7

To fight procrastination, try these strategies:

- *Look at each task in terms of your long-range goal* – Will getting an A on this test help raise your grade point average (GPA) and increase the chances you'll get into the college at the top of your list? If you keep your long-term goals in mind, you'll be more likely to focus on short-term tasks.



Figure 2.2.8

- *Think positive thoughts* – When you're ready to study, push negative thoughts out of your mind. Tell yourself that you are growing and becoming more competent. Look your fears in the face. If you procrastinate because you're afraid you'll fail, be honest about it. Make up your mind you are going to overcome this fear by studying and preparing every day.
- *Set a regular time for study* – Work when you're most alert. That's when you'll be most productive. Some people work better in the mornings; others work better in the evenings. Determine your personal best time to study, and build your schedule around it. Once you've done so, tell your friends about your schedule. Give them a certain time when they can call—say, between 8 p.m. and 9 p.m.

- *Set a regular time for study (cont'd)* – You'll then be able to enjoy phone conversations without being distracted from your studies, and you'll also be able to study without feeling you are missing out on time talking with friends.



Figure 2.2.9

- *Set a regular place for study* – Having a suitable place to study is essential. It might be the library or your room. It might be a coffee house, as long as you find a quiet place in the corner and resist the temptation to join some friends that drop in. In choosing a place, don't kid yourself—unless you are very unusual, you can't study best in front of the TV or while texting with friends.



Figure 2.2.10

- *Allow time for having fun, for downtime, and even for sleeping* – Don't get involved in too many outside activities, but don't turn into a bookworm, either. You'll have many options for worthwhile, productive activities on campus. However, not all of them will contribute to your long-term goals or highest priorities. Think carefully before you decide to join a club, a music group, or a team. Each choice will have pros and cons. How much time will it take? Will it help you grow and learn? Does it fit with your other commitments and goals?
- *"No" is a powerful word* – Use it. But at the same time, give yourself time to explore new activities. If something ends up taking too much time, find a way to bow out gracefully. Balance in life often includes physical activity and exercise, spiritual development, family time, and of course sleep.
- *Break up big tasks into small ones, and set a time limit for each task* – If you have to write a paper, can you work on one segment tonight and another one tomorrow? If you finish a small segment each day, a term paper becomes nothing more than a series of small tasks.

  Next, decide how much time it should take to do each part. Push yourself to complete each part of the job in that time limit. Try to work more efficiently.
- *Jump in* – Sit down in your study area, take a deep breath, and plunge into your studies. You might not work at 100-percent efficiency from the beginning, but you will have made a start. Good students have a lot in common with athletes—both need a warm-up period before they can function at their best.



Figure 2.2.11

- *Juggle tasks* – Your overall goal should be to organize your time so that you don't miss a deadline and are well prepared for the next. However, you should allow some leeway. Be creative in your approach to studying, and choose the method that best fits you.

  Some students, for example, have a "do it now" policy. They do simple tasks as soon as they receive them. They get them out of the way and off their "to-do" lists. Other students like to tackle the hardest task first. They find that doing so gives them a psychological boost.

  Another strategy is to practice **multitasking**, or doing more than one thing at a time. What things can you do simultaneously? For example, you can develop an outline for your presentation while you research its importance. (As noted before, multi-tasking does not include counter-productive efforts to do multiple tasks, such as studying and watching TV at the same time.)



Figure 2.2.12

- *Be good to yourself* – Promise yourself small and large rewards for your accomplishments. Perhaps you've just spent two hours looking for articles on the Internet for a research paper. You've found what you need. Before you plunge into writing your paper, watch a TV program, go for a walk or a jog to collect your thoughts. Talk to a friend for a few minutes. Answer your e-mail.

  Also, think ahead to the rewards you will get when you finally complete a difficult task. You'll be able to go to a movie or hang out with friends guilt-free, because you've finished your work. In addition, you'll be one step closer to successfully completing the course.

Try out these new study habits for 21 days. Focus on the ones that you think will be most helpful to you. By then, you'll be on the way to overcoming the habit of procrastination. If you're still having trouble, talk to your adviser or a professor about it. Show them what you have done, and ask if you're on the right track.

Time Management Tools

Planning one day at a time is like admiring a beautiful forest, one tree at a time. If the forest is your life, you may need to get an overview to see where the paths through the forest are leading. In the same way, you should plan in larger time frames to ensure your days are leading you toward your goals. The daily plan takes you through 24 hours of life and keeps you active in the here and now. The weekly plan shows you how to balance your life. You will discover that 168 hours is enough time to work, practice, study, attend meetings, spend time with your family, and have fun with your friends, too.

Key words

multitasking:
Doing more than one thing at a time



Figure 2.2.13

The quarter or semester plans show you the big picture far in advance. You can plan your days and weeks better if you have developed a quarter or semester schedule. The monthly calendar is an excellent tool to use to plan each semester. A school semester lasts approximately five months and the monthly calendar, see *Figure 2.2.13*, will help you visualize your plan. Monthly calendars display week by week when all of your tests, projects, mentoring activities, papers, science or math fairs, key social events, athletic or JROTC events, field trips, national test dates, family vacations, and so on are due or will occur. You will be able to determine which weeks are heavily scheduled. You can use the light weeks to start studying and preparing for the heavier weeks.

There are three simple tools that a student can use to insure their time management effectiveness. These tools, a monthly calendar, a daily schedule/plan, and a to-do list, when used together on a daily basis will insure a more efficient and more specifically effective time manager. Many smart phones include all of these tools too—whether as a standard feature or an app.

A MONTHLY CALENDAR

The monthly calendar is an important planning document. All appointments, class schedules, work schedules, meetings, sporting events, and other activities or events need to be entered or recorded on the monthly calendar first. Using a monthly calendar properly will provide you with a week at-a-glance and a month at-a-glance planning document. You can see all activities or events for any week or a particular month.

The monthly calendar should never be used as a to-do list. Having a to-do list, class schedules, meetings, and so on, on the same document is very confusing and can cause a lack of control, as well as add unnecessary stress to your day. Most monthly calendars have a place for additional notes. This section is a good place to list events or activities that will take place in a certain month but not necessarily on any particular day. This note section is a good place to record reminders.

For example, a friend or relative in another state may ask you to call them in March. To avoid losing that information, where would you record it? You can record it under the note section on the month of March. *Figure 2.2.14* is an example of a monthly calendar. Monthly calendars are available in any office supply store or discount store as well as many businesses giving them out during December and January each year.



Figure 2.2.14

DAILY PLANNING AND GOALS

Think about what you want to accomplish in school this year, and what part of it is achievable within the next six weeks. Do you want to:

- Make the honor roll?
- Work toward earning an academic, military, or athletic scholarship?
- Write an article for the school newspaper?



Figure 2.2.15

A daily plan should be aligned with your short-term and mid-term goals, which will, in turn, enable you to achieve your long-term goals. When you know that your daily activities are helping you achieve your goals, you will see that there is an increased meaning in the tasks you do every day and you will feel a sense of accomplishment at the end of the day, knowing that you are working toward the achievement of your goals. When you take responsibility for planning your daily activities, you are in control of your own destiny.

The first step toward creating a daily plan, as seen in *Figure 2.2.16*, is to prioritize your daily tasks, assigning a higher priority to those that are most important to you, record them on your to-do list for that day and keep in mind those short-term goals that will enable you to achieve your long-term goals. Prioritizing your daily tasks/to-do list is very important because you can concentrate on scheduling those activities that are of the highest priority first. Items of a lesser priority can be scheduled around the high priority tasks as they fit into the day. You may find that you do not have time to schedule all of your tasks, but you can be assured that you are going to accomplish the highest priority ones.

Managing Schedule

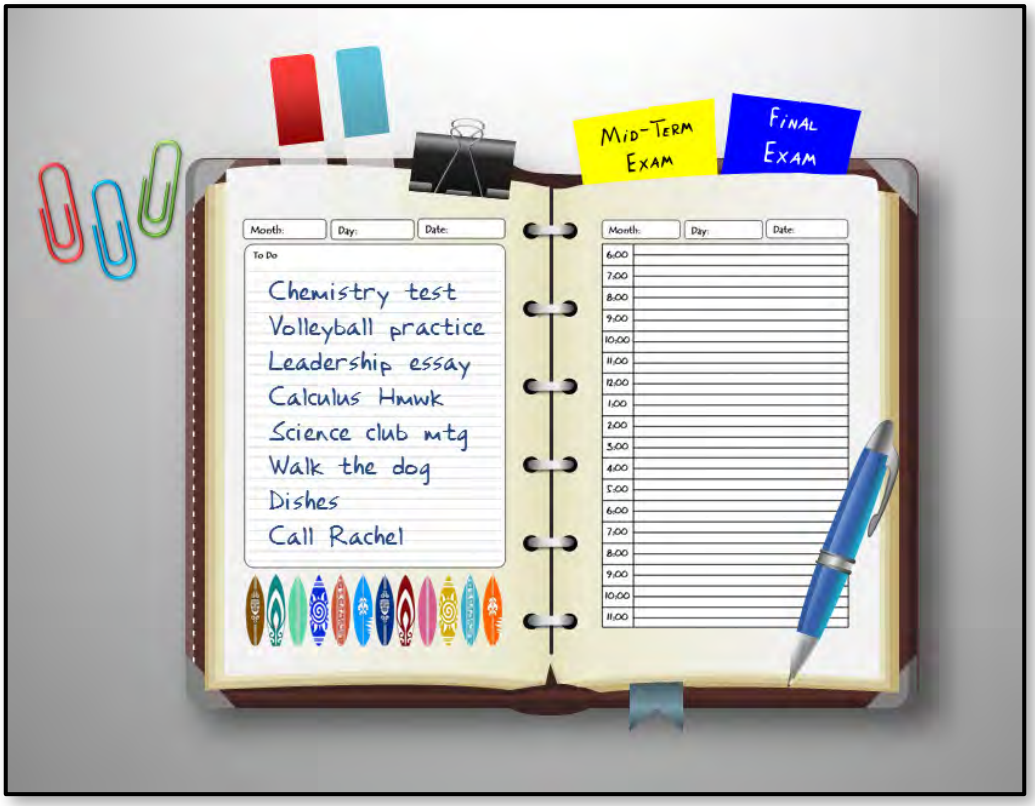


Figure 2.2.16

College presents many challenges for students. The first few months of the freshman year can be particularly difficult—many students find it hard to manage their time. They become stressed out or even depressed and their grades start to suffer.

Managing your time while in college begins with setting up your class schedule. You do this when you register for classes for the following semester. Among other things, you must consider which days each class meets, which building it meets in, where you will be immediately before the class, and how long it will take you to get there. If you're a student at a small college, this planning may not be such a problem. But at a large university, it can take 30 minutes or more to get from one location to another. You may have to take a bus, ride a bike, or even drive. And if you're living off campus, it can take even longer.

After setting up your class schedule, fitting your other activities around your schedule will require using effective time management skills for you to be successful. For example, say you schedule yourself for an English class that meets in the southwest corner of campus. You also want to take an Anthropology course that meets at the other end of campus 10 minutes after your English class ends. But after considering the distance and checking the campus bus schedule, you realize you won't be able to make that class. Therefore, you may need to find another course that meets at a time that's more convenient for you. Or perhaps you decide to schedule the Anthropology course for the time you wanted and find another section of the English class.

Another factor is the time of day classes meet. If you're an early riser, you may want to schedule your classes in the mornings. However, if you're a night owl, it might not be wise to schedule early morning classes that you won't be able to get up for.

Also consider whether you are the kind of person who likes to spread out your workload—your weekly studying—or the kind who prefers to get a lot in a large chunk of time. This preference might influence whether you spread out your class schedule and study hours or not. Some students also like to group their courses so they have a day or two off per week for studying—or working a part-time job. If you do so, however, be sure you have the self-discipline to use those large blocks of time productively.

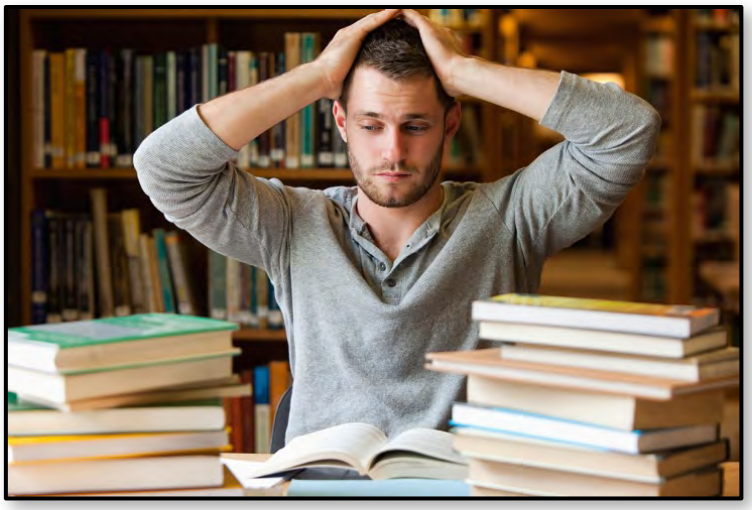


Figure 2.2.17

You should also think about the number of credits and the balance of more difficult versus easier courses you take each semester. Don't schedule all your hard courses in the same semester if you can help it—try to spread them out over several semesters. Remember that those difficult courses will require more study time.

Once you have your class schedule worked out, you need to think about fitting in your other activities. To manage your time wisely, make out a schedule in advance, using the following five tips.

FIVE TIPS FOR MANAGING COLLEGE SCHEDULES

1. *Set Specific Academic and Personal Goals*

   If you know where you're going, it's a lot easier to determine what you need to do to get there. So write down your goals. For example, goals for your freshman year might be to:

   - Earn at least a 3.25 GPA
   - Make the college volleyball team
   - Make two new friends
   - Write for the school newspaper
   - Decide on a major
   - Get a summer **internship**

   Look at your list at least weekly. Add or change short-term goals as appropriate, but make sure they're realistic. Determine whether your activities are helping you meet your goals or interfering.

2. *Create a Term Calendar That Lists Major Campus Events*

   Important things can be overlooked when you're focused on everyday demands. Don't forget the big picture. Get a term calendar and write down one-time things such as orientation week, homecoming and parents' weekends, vacations and term breaks, visits by guest speakers, and recruitment visits by employers. Keep the calendar handy and refer to it often.

Key words

internship:
Professional career training, sometimes paid; similar to an apprentice-ship for skilled trades

3. *Create a Weekly Schedule of Your Classes, Labs, Meetings, and Other Activities*

   In addition to a term calendar, get a weekly calendar that lets you enter activities by the hour. Your computer or phone probably has a calendar program that is easy to use. However, you might try using a planner book or just creating your own chart on paper. Write in all your classes and other regular activities, such as science and language labs, review sessions, or workouts. If you have a part-time job, put those hours in. Don't forget to set aside time to do your laundry and clean your room. Schedule a regular time to relax—to read for pleasure, or go to a movie. Also, write in one-time activities as they come up. These might include a special meeting of your chemistry study group, a session with your faculty adviser, or coffee with a friend. Carry your weekly schedule with you all the time.

4. *Decide on Specific Times to Work on Each Course*

   Block out regular times for study, and don't let other things on your agenda get in the way. Specify which courses you will study for at which times. For example, if you have Sociology and Art History classes on Tuesdays and Thursdays, plan to study for them on Mondays and Wednesdays. But don't forget—if you also do a little each day on those courses, you won't have to cram it all into two days.

5. *Make a To-Do List for Each Day*

   Write down the things you must accomplish each day, followed by the things you'd like to get done if you can. Use a piece of paper, a 3-by-5 card, a notes app on your phone or computer, or whatever will be most convenient for you. Take it out several times a day and look at it—especially when you're thinking about what you should do next.

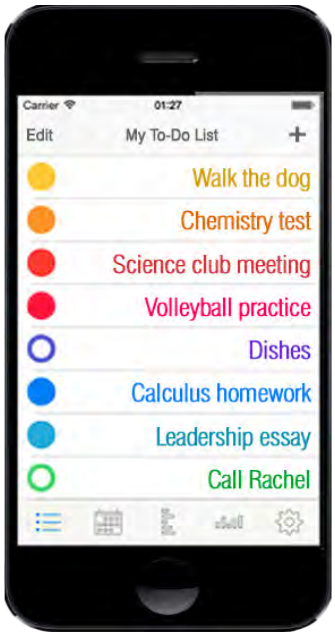


Figure 2.2.18

No matter how well you plan your week in advance, you'll always have last minute things to do—for example, making a quick trip to the store, stopping by your professor's office to ask a question, or meeting a friend from home who's in town for a day or two. These spur-of-the-moment activities can eat up your time. Set aside a few minutes every evening to enter these activities on your calendar and to-do list. You may be surprised at how much more efficiently you can complete different tasks with this little bit of planning each day.

Conclusion

Few people ever plan to fail, but many people fail to plan. Time is the great equalizer; everyone gets the same amount every day. Whether it is used or abused often determines who rises to greatness and who falls to failure. Daily, weekly, monthly, and long-term (quarter or semester) planning puts you in charge of your life. Setting specific goals will give you a track to run on and a course to follow. You will know what it is you want, and you will go for it!

Anyone who routinely plans, reviews the plan, and adjusts it to the ups and downs of life will find this planning process very rewarding. Planning can help you to manage life's increasing demands while targeting academic and personal goals. Daily triumphs, no matter how small, will translate into goal achievements, generating greater satisfaction, and enjoyment of life.

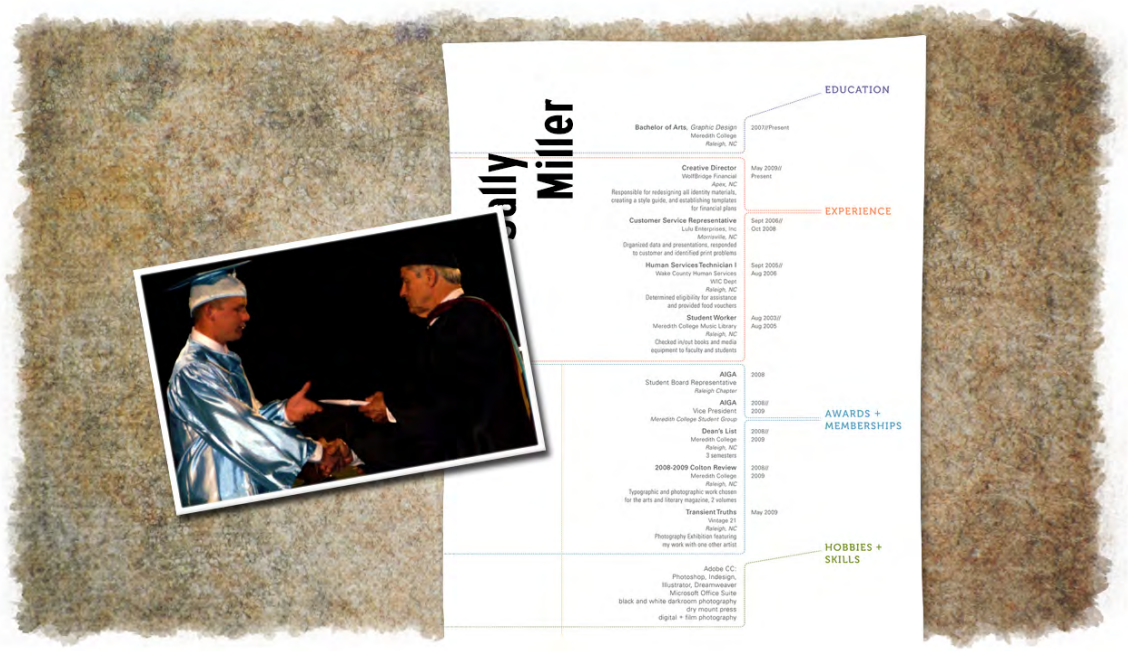
Lesson Check-up



- **What are some benefits of managing your time well?**
- **What are some consequences of poor time management?**
- **Give three stages of procrastination that you think would work for you. Why do you think these might be successful?**
- **Is working all the time the same as managing your time well? Explain your answer.**

LESSON 3

Portfolios and Interviews



Key words

- **human resources**
- **industry sector**
- **job objective**
- **networking**
- **portfolio**
- **résumé**

What You Will Learn to Do

Create a career portfolio

Linked Core Abilities

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

Learning Objectives

- **Explain** the importance of developing and maintaining a career portfolio
- **Determine** what types of documents and artifacts represent your personal achievements and goals
- **Develop** a résumé to showcase your skills and abilities
- **Analyze** aspects of interviewing

Essential Question

How can a portfolio help your career development?

Learning Objectives (cont'd)

- **Define** key words: human resources, industry sector, job objective, networking, portfolio, résumé

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Introduction

What do you want to become? What are you suited to do? What do you need to do to prepare? These questions and many more like them are what you must try to answer to prepare for your future. This lesson focuses on the career development portfolio, its importance, and its development and maintenance.



Figure 2.3.1

The better you prepare, the better your chances of achieving success and doing something that you enjoy. A career portfolio is a tool that helps you document evidence of your successes. It presents information about you and your achievements over time. It is a type of scrapbook that contains evidence of your accomplishments, your educational development, and your career growth.

By maintaining an up-to-date portfolio, you will be able to quickly reference needed information when applying for jobs, colleges, or scholarships.

What is a Career Portfolio?

A **portfolio** is a file that contains an organized collection of your work based on your personality, goals, and aspirations. It provides insight and information on you and your achievements and growth over time. It

Key words

portfolio:
A file or document that contains a student's achievement over time and provides an in-depth picture of the student's skills and competencies

presents an in-depth picture of your skills and competencies. It also provides you a means to reflect on important areas of your life development and the impact of education on future lifestyle and career choices. It contains information that promotes what you want others, specifically future employers and schools, to know about you.



Figure 2.3.2

Why Create a Career Portfolio?

There are many good reasons to create and maintain a career development portfolio. A portfolio is tailored to meet your needs and requirements. It serves as your record of achievement. It will:

- Serve as an on-going record of your completed work. Your portfolio will contain copies of good work from all of your classes, including information on projects in which you are involved that will be ongoing from year to year. It will provide you with a historical record that you can apply to other projects.
- Allow you to evaluate and see your improvement and growth, including how much you have done over the course of a nine-week period, semester or quarter, this year, or all the years of your high school experience.
- Serve as evidence of your accomplishments, even if you transfer from one school to another.
- Update your parents or guardian on your progress.
- Furnish you with a record of areas in your growth and development that may require additional work.
- Help you with the application process for future jobs and/or enrollment in colleges or universities.
- Prepare information for school and job interviews.

When Should I Begin to Build a Portfolio?

You may be saying to yourself, "Why do I need to worry about creating a portfolio now? I'm not going to apply for jobs until after graduation." That may be true, but because there are so many uses for portfolios, the time to start building one is now. Remember that a portfolio is a collection of your work and accomplishments, so you need to collect those documents as you complete them.



Figure 2.3.3

The wrong time to start building a portfolio is the night before a deadline. Building a professional-looking portfolio takes time. As you are applying for admission and scholarships, you will need to collect specific documents, such as transcripts and test scores. Because you are collecting these documents from various sources, the process may take weeks.

Start today by requesting any documents you may need and by reflecting on what you have done that will demonstrate the kind of person you are. Find the evidence that will prove your abilities.

What Information Can Be Found in a Portfolio?

There isn't just one set of guidelines for assembling and using portfolios. As you go through life, you will need to customize your portfolio, depending on its purpose. Not only might the contents change, but also the form of the portfolio.

All portfolios are different, depending on their purpose. For example, a person who is using a portfolio for promotion purposes has much different information in the portfolio than a person who is applying to serve in the Peace Corps.

Furthermore, your portfolio may take on different forms. Someone who is applying for a job as a Webmaster for a large corporation would probably choose to create a digital or electronic portfolio; a person applying for an accounting position in the same corporation may have a more traditional portfolio.

Additionally, you may choose to customize your portfolio based on the way you use it. As you are searching through scholarships to apply for, you will want to note not only their required documents but also the values they desire. When you are aware of your audience and their expectations, it is easy to tailor your work to their desires. This is not to say that you will lie in your portfolio, but rather that you will emphasize some skills or accomplishments over others, and you may even choose not to include some material.

MAKING A PORTFOLIO YOUR OWN

By now, you may be able to pause and reflect on certain things you have learned, your likes and dislikes about them, your personality, your dreams for yourself, the things you wonder about, the things that frustrate you, and especially the things that you like most about yourself. When creating your career development portfolio, apply these thoughts and reflections to the areas of:



Figure 2.3.4

- Self-knowledge/self-analysis
- Your life roles
- Past, present, and future educational development
- Career exploration and planning

You may feel like you have little to put in your portfolio at this time. After all, perhaps you've never had a paying job or won any state competitions. Don't let that stop you. If you've been actively participating in academics and in your school activities, you probably have plenty to include. Following are suggested ideas that you might include in your personal portfolio, depending on its purpose and audience.

- *A copy of your personal mission statement and long- and short-term goals* – An admissions counselor, scholarship committee, or prospective employer would already know a great deal about you and what you value by reading your personal mission statement. Having stated goals and a plan of action for

reaching those goals impresses others. It shows you have reflected on what is important to you (your values) and made decisions about how to live your life according to those values.



Figure 2.3.5

- *A copy of your résumé* – Even though you may not have had many paying jobs, you should include those you have held, as well as any volunteering you have done and projects you have worked on for organizations you belong to. For example, if you were the recording secretary for an organization for two years, you should list that. It demonstrates your commitment to the organization, as well as your leadership potential, organizational skills, and communication skills. Your résumé doesn't need to be elaborate, but it does need to be clearly written so that others can glean information about you from it.
- *Copies of transcripts, your diploma, and any certifications you have earned* – This information would be appropriate when applying for admission and scholarships; however, it might not always be appropriate. Use your best judgment when including this information.
- *Copies of any awards you have received* – If needed, include an explanation about the award. Often the award itself is explanation enough.
- *Copies of recommendation letters* – If you have excelled in particular classes or have done exceptional work for an individual, consider asking for a letter of recommendation. These letters could be rather general letters that describe the relationship you have with the individual (this person has been a student for two years, for instance), a description of the work you have accomplished, your skills, and general information about your character. If you need specific information for a specific purpose, don't hesitate to tell the person so the letter can be most effective.

- *Copies of names of references and their contact information* – The names, addresses, and phone numbers found in an address book represent the contacts that a person makes and develops over many years of **networking**. Fellow JROTC Cadets, other classmates, teammates, your parents' friends, your friends' parents, and people you met at camp, church, or acquaintances made while traveling are contacts that may become an important part of your future. They may be future clients, customers, colleagues, or employers.

  References are people who will vouch for you and your skills. They may be contacted and asked specific questions about your abilities. Make sure the contact information—phone numbers, mailing address, e-mail address—is kept current. Also make sure you get permission to use them as references. It is an uncomfortable situation for someone to be called and asked to give a reference when that person is not expecting it. The opposite is also true—if the person named as reference is expecting to be called, they can be prepared to discuss your achievements and give a strong, positive profile of you.



Figure 2.3.6

- *Copies of your work samples* – Admissions counselors, scholarship committees, and prospective employers often want specific examples of work you have completed. Outstanding writing samples are very helpful, so you might consider including a copy of an essay or article you wrote. Group projects are also appropriate if you include a description of your participation and leadership in the project. Also consider including a piece of work that demonstrates your level of critical and creative thinking. Perhaps you designed an advertising campaign for your yearbook. Include copies of some of the work you created.
- *Any other requested information or materials that will showcase your skills* – For example, if you are planning on majoring in early childhood education, you would want to find a way to demonstrate your skills in working with children. You might write a summary of your experiences that describes how you've learned to effectively manage caring for children of various ages, how you've learned to solve problems, and how you completed a study on children's nutrition and snacks.

Key words

networking:
Meeting people and making contacts; the exchange of information or services among individuals, groups, or institutions

Your portfolio might look a little different every time you use it. Keep in mind the purpose of the portfolio when you are selecting items to include in it.

Following are some other suggestions to keep in mind:

- *Use cover letters.* If you are sending your portfolio to someone, include a cover letter that explains why you are sending the portfolio and a brief description that highlights the contents.



Figure 2.3.7

- *Put your materials in a logical order.* If you are responding to a specific scholarship application that asks for specific materials, put the materials in the order in which they are listed on the application.
- *Include the appropriate information and the appropriate amount of information.* You want the person reviewing your portfolio to get a clear and complete profile of you, but you don't want to overwhelm that person. If you make them wade through excessive information, that person may not bother to look at any of it. Be complete, but don't go over the limit.
- *Organize your materials.* If you include a great deal of information, find a way to make it accessible. For example, you might include tabs or staple sections separately.
- *Keep your materials current.* As you grow as a student, the work you produce will reflect that growth. Your thinking, writing, and leadership skills will strengthen, and you want the work in your portfolio to reflect that growth. Exchange your old examples for new ones.
- *Keep your references current.* For example, as you eventually move through college and get ready to enter the job market, you will replace the letter from your high school forensics coach with a letter from a college instructor. Likewise, when you work for different employers, always ask them for letters of recommendation or for permission to use them as references.
- *Make sure your portfolio looks neat and professional.* With today's easy access to computers, there really isn't a reason to include handwritten cover letters, résumés, or other information. This will be especially true when you approach graduation from college and will use your portfolio in the job market.
- *Get feedback.* Have your portfolio critiqued by an individual who can give you good advice. The process of assembling a portfolio is much the same as writing an essay. You should go through the process of having the portfolio critiqued and revised in order to present a high-quality profile of yourself.



Figure 2.3.8

As you can probably imagine, creating a portfolio will take some time. But, consider this an evolving portfolio, one that will change as you change and your goals change. Even when you get accepted into college or get the scholarship or a job you want, your work with your portfolio won't be over. Consider your portfolio a living document that needs to steadily grow as you do. As you improve your skills and your thinking and as you participate in new experiences, you should document these accomplishments and add this evidence to your growing portfolio file. As your older material becomes out-of-date and irrelevant, remove it from your files.

Key words

résumé:
A short account of one's career path and qualifications

The Purpose of a Résumé

As you just read, a **résumé** is a critical part of a portfolio. When you apply for a job, the person in charge of hiring will probably not know much about you. To make a good hiring decision, they will have to learn a lot about you very quickly. What is your background? What are your skills? What experience do you have? How are you different from other people applying for the job?

How will the employer find out these important things quickly and efficiently? Their first step will usually be to look at your résumé.



Figure 2.3.9

The main purpose of a résumé is to get a job interview with the company you submit it to. But a good résumé has a life far beyond that original purpose. For example, employers sometimes forward résumés they've received to their counterparts at other companies who are hiring. If you have impressed a company with your résumé, but they can't use you at this time, the person who reviews the résumés might send it on to someone else.

A good résumé has other purposes. For example, you might want to do some volunteer work in the community. The organization for which you want to do this work may ask for a résumé so it can review your qualifications. Or you might decide to apply for an internship or other job-related experience that has a tight deadline. If you've got your résumé ready, you're a step ahead of the game.

Writing a Great Résumé

Your résumé is an advertisement for you. In it, you tell prospective employers who you are, what you've done, and what you can do. Your résumé's appearance is very important. You want to deliver your message in a clear, concise, and readable form, free of grammar and spelling errors. So you should put a good deal of thought into your résumé.

Before you start writing, read over these tips; then keep them in mind as you do your first draft.

1. *Use Action Verbs.* Use action verbs, verbs that give your résumé power and direction. Your résumé should be lively. It should portray you as a dynamic person who has done many good things and can bring lots of value to an organization. For this reason, you should use action verbs when describing your accomplishments in a print résumé.
2. *Give Facts, Figures, Results, and Numbers.* You'll never impress an employer with vague phrases such as, "I am a great problem solver and a hard worker"—unless you follow up with proof to support them. Tell the prospective employer where and when you obtained your skills, and where and how long you used them. If you say you're "detail oriented," give an example of a situation in which you used that talent and describe its outcome. Numbers work well on résumés. For example, if you made a financial difference for a previous employer—you may have found a way to save $500 on office supplies—then say so. Employers love it when employees find new ways to save or earn money.



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Job Objective

A position teaching Secondary English at the high school level

Summary of Qualifications

- Six years working with teenagers as their manager and trainer, emphasizing a collaborative yet decisive style.
- Resourceful and insightful; adapt quickly to challenges.
- Commended for top-notch organizational skills.
- Innovative, enthusiastic, and uncompromising work ethic.

Education

Bachelor of Arts, English, 2012
Lexington University, Lexington, KY

Employment History

2012 - present **A Learning Place**, *Teacher* Lexington, KY
Taught 3rd, 4th, and 5th grade students with an average of 25 students per class.

2008 - 2012 **Banks Hotels-National Sales**, *Office Manager* Lexington, KY
Supervised large administrative staff; developed procedure to increase sales initiatives.

2002- 2008 **Jenny's Closet**, *Store Manager* Lexington, KY
Recruited teen employees and trained them in good work habits, product information, and effective sales techniques.

Related Professional Experience

TRAINING AND MOTIVATION at Jenny's Closet

- Motivated staff to perform at their best and reach their goals by offering incentive programs and district-wide training programs.
- Resolved conflict among employees through an enhanced open-door policy.
- Created new policies and procedures to improve client-employee relations.
- Awarded for high level of service within Jenny's Closet, 2008.

ADMINISTRATION at Banks Hotels National Sales

- Developed program of monthly booking logs that increased response time by 25%.
- Coordinated the Lexington Client Event and the Kentucky Client Appreciation Event for Banks Hotels 2011.
- Won Team of the Year Award for Banks Hotels Corporate 2012.
- Recognized by Director of Sales and Operations Manager for superior service to the company.

Other

- Reading teacher for local area adults in English as a Second Language Program
- American Red Cross Certified, Child and Infant CPR
- Member of National Education Association

References and Letters of Recommendation

Available upon request

Figure 2.3.10

3. *Give Your Résumé a Personality.* Make your résumé reflect the things that are unique about you. Don't be afraid to deviate from the norm or to be innovative, but do it carefully. If you are applying for a job in the arts field, creativity might be acceptable; it might even be expected. But a job in the computer field might

demand something more traditional. Always use good taste. If you're striving for originality and are unsure about whether a certain strategy works, have a friend—or better yet an adult working in the field—review it.

4. *Be Honest.* Preparing a résumé is not an exercise in fiction writing. It's now easier than ever to verify facts, and more and more employers are checking résumés for accuracy.
5. *Keep it Positive.* Don't put anything that could be interpreted as criticism, conflict, or hostility on your résumé, especially criticism of a previous employer. Also, be careful not to include any information that could stereotype you. For example, if you're interested in guns, don't say it. It might alarm some employers.
6. *Keep it Concise.* A résumé for a high school student should usually be just one page long. As you grow older and get more experience, you can expand it as needed.

Writing Your Résumé

Here are the basic sections of a résumé and what to include in each section. Most résumés will have all these sections, usually in the order presented. You do have some leeway, however. For example, if you're just entering the job market and have little work experience, the education section should precede the work experience section. Once you're an experienced worker, your job experience is probably more important than your formal training, so you could move back the education section.

JOB OBJECTIVE

The **job objective** is a brief statement that describes the type of position you are seeking. It always appears at the beginning of the résumé, immediately after your name and address.

This section is very important—it's the employer's first opportunity to get to know you. If it appears that you didn't take the time to construct a coherent job objective or, worse yet, that you don't know what you want to do, the employer may read no further.

As you write your objective, keep one idea in mind; "What is my career goal?" The objective should consist of one or two short sentences and should mention your long-term employment goals. You can use the *goal statement* that you prepared in the last lesson to help you decide what to say.

However, be careful about making your objective too specific. For example, don't say you are seeking a specific job title or that you want to work only for a specific company. A general title, such as "editor," is fine. A title such as "associate editor for community news" is too specific. You never know where your résumé will end up, and you don't want to rule out any possibilities.

Key words

job objective:
A brief statement that describes the type of position you are seeking

Job Objective

A position teaching Secondary English at the high school level

Figure 2.3.11

SUMMARY OF QUALIFICATIONS

The summary of qualifications is a brief overview of your skills, experience, and knowledge. For the reader's convenience, place the summary near the top of the first page. The order in which you present your qualifications is important. Put the ones that are most relevant to the job first.

Summary of Qualifications

- Six years working with teenagers as their manager and trainer, emphasizing a collaborative yet decisive style.
- Resourceful and insightful; adapt quickly to challenges.
- Conunended for top-notch organizational skills.
- Innovative, enthusiastic, and uncompromising work ethic.

Figure 2.3.12

EDUCATION

The education section includes all the relevant training and education you have received—whether it was formal education in a school or college, on-the-job training, or training you received elsewhere. Include any education that is relevant to the skills or knowledge needed for the job you're seeking. But don't forget education that gave you broader skills, such as the ability to communicate, handle conflict and stress, take initiative, and think strategically. These are essential in today's workplace.

List the names of the institutions you attended, starting with the most recent one, along with the city and state they are located in. List relevant high school courses and include your GPA if it's above 3.0.

Education

Bachelor of Arts, English, 2012
Lexington University, Lexington, KY

Figure 2.3.13

EMPLOYMENT HISTORY

The employment history section lists all the jobs you've had—full-time, part-time, student, co-op jobs, and internships. On a chronological résumé, you'll list these jobs in order, starting with your current or most recent job. Include dates of employment, expressed in months and years. Give the name of the organization and the city and state. You do not need to provide the address and phone number.



Figure 2.3.14

For each job, briefly describe the duties you performed and the responsibilities you held. Tell what you accomplished in the job, in measurable terms if possible.

For example, if you painted houses one summer, say how many houses you painted, especially if the number is impressive. Give the outcomes of your work. If you worked in sales, for example, say how much money you made for your employer. If it isn't clear from the name, say in a few words what the company does. Do not include reasons for leaving a job or your salary there.



Employment History

2012 - present **A Learning Place**, *Teacher* Lexington, KY
Taught 3rd, 4th, and 5th grade students with an average of 25 students per class.

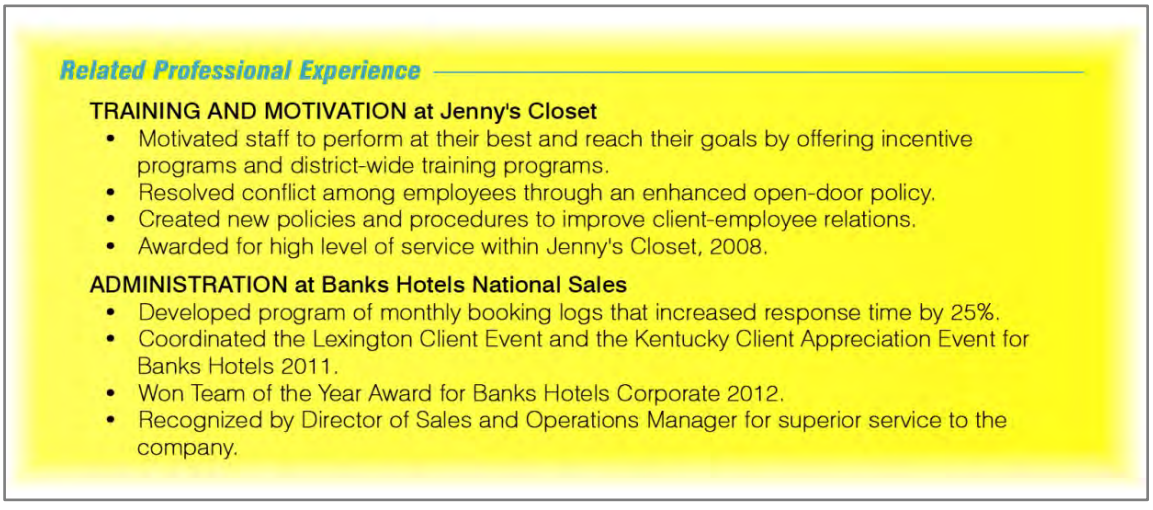
2008 - 2012 **Banks Hotels-National Sales**, *Office Manager* Lexington, KY
Supervised large administrative staff; developed procedure to increase sales initiatives.

2002- 2008 **Jenny's Closet**, *Store Manager* Lexington, KY
Recruited teen employees and trained them in good work habits, product information, and effective sales techniques.

Figure 2.3.15

RELATED PROFESSIONAL EXPERIENCE

Include this section if you have done volunteer work that pertains to the job. For example, if you led a Boy or Girl Scout troop on a camping expedition and the job you are applying for requires leadership skills or working with youth, tell prospective employers about your Scouting experience.



Related Professional Experience

TRAINING AND MOTIVATION at Jenny's Closet

- Motivated staff to perform at their best and reach their goals by offering incentive programs and district-wide training programs.
- Resolved conflict among employees through an enhanced open-door policy.
- Created new policies and procedures to improve client-employee relations.
- Awarded for high level of service within Jenny's Closet, 2008.

ADMINISTRATION at Banks Hotels National Sales

- Developed program of monthly booking logs that increased response time by 25%.
- Coordinated the Lexington Client Event and the Kentucky Client Appreciation Event for Banks Hotels 2011.
- Won Team of the Year Award for Banks Hotels Corporate 2012.
- Recognized by Director of Sales and Operations Manager for superior service to the company.

Figure 2.3.16

OTHER

This is the place for information on such topics as fluency in a second language, awards, and travel. You should document your level of fluency when possible, and be sure not to overstate your capabilities, as employers will often ask you to demonstrate these abilities in the interview phase.

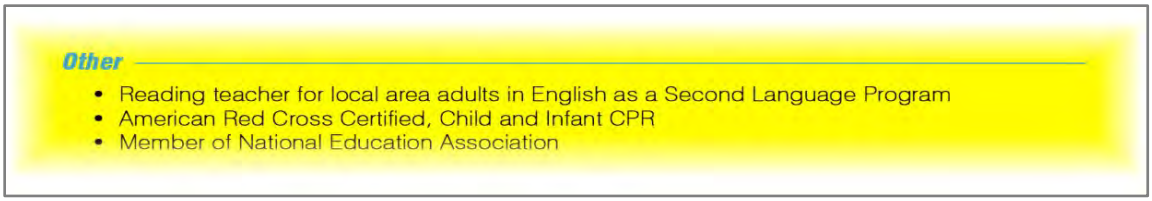


Figure 2.3.17

REFERENCES AND LETTERS OF RECOMMENDATION

You don't need to include references on a résumé. If an interviewer decides that you are a serious candidate, at that point they will ask for references. People who serve as references should be former employers, teachers, counselors, or others who know you well. If you list only family members as references, it may raise a red flag to prospective employers. Some people have letters of reference or commendation from former employers or teachers, testifying to their skill level or good character.

If you have such letters, you could include them with your résumé. An option is to bring copies of the letters to the job interview and to give them to the interviewer at that time.



Figure 2.3.18

Cover Letters

Once your résumé is complete, you must take a final step—writing a cover letter.

A cover letter gives prospective employers further information about you that is not in your résumé. It points out items in your résumé that show why you could be of value to the organization. It helps generate interest in you and gives you an opportunity to sell yourself. For these reasons, you must draft your cover letter thoughtfully. A cover letter is attached to your résumé. It identifies the position you're applying for and explains why you're suitable for it. You should always provide a cover letter to your résumé, including electronic résumés.

You should structure your cover letter along the following lines:

1. *The opening*—Address this to a specific person. If you don't have a name, address the letter to the head of the department who would be in charge of the position you're applying for.
2. *The first paragraph*—Begin by explaining why you're writing. State the position you're applying for or the position you qualify for. If someone referred you to the employer, tell the reader who that was. Explain in one sentence why the company or organization is attractive to you.
3. *The second and third paragraphs*—State your qualifications for the position in these paragraphs. Remember that your purpose is to prompt the reader to select you for an interview. So relate your qualifications to the organization's needs. This means you must do some research into the company or organization before you apply for the job.

4. *The closing paragraph*—Thank the reader for taking the time to review your qualifications, but not for anything they haven't done yet, such as granting you an interview. Always ask for an interview, and explain how the reader may contact you.

The Interview Process

Of all the phases of job searching, most people find the interview the most difficult and stressful. And no wonder—the impression you make during that brief period is the most critical part of your job search. It will determine whether you are hired.

What can you do to minimize the anxiety and the sweaty palms? With a job interview, as with almost any other part of life, preparation makes all the difference. Knowing how the interview process works, and understanding what to do and not to do, will make you feel more secure. Knowing how employers evaluate interviews can also help.



Figure 2.3.19

The interview process is not complicated. You see a job that appeals to you, decide to apply, and submit your résumé along with the company application form or any other required paperwork. Then you wait. Meanwhile, the company reviews all the résumés it has received and selects those that look most promising. This process generally takes a few weeks, but it may take longer, depending on the size of the company and the number of résumés it receives.

If your résumé is among those selected, someone from the organization will call or e-mail you to schedule an interview. In some cases, you may interview with someone in the **human resources** department, the department that handles hiring, benefits, and other issues concerning employees. In other cases, you may have an interview with the person who would be your boss or your boss's boss. Sometimes you'll talk with a combination of these people. And if the company decides after the first interview that it likes you, it may ask you to come back another day for more interviews.

Preparing for an Interview

The first step in preparation is to research the company you are seeking to join and its **industry sector**, or general field in which the company provides a product or service. If your interview is with a computer company, find out as much as you can about what is happening in the computer industry today.

Key words

human resources: The department that handles hiring, benefits, and other issues concerning employees

industry sector: General field in which the company provides a product or service

This will help you ask good questions.



Figure 2.3.20

- *Become as familiar as you can with what the company does—its history, goals, mission, and people.* Go to the organization's website. It should contain most of what you need to know. You can also enter the organization's name into a search engine and find out what people are writing about it.
- *Discover as much as you can about the people you will speak with during your interview.* Some company websites give a short biography of each of the company's top executives. Or you can ask the person who schedules your interview to send you bios of the people you'll meet.
- *Know the job requirements well.* The interviewer won't be impressed if you don't even understand the position you're applying for. Practice for the interview by role playing. Get together with a friend or relative and have them pretend to be your interviewer. Tell these people to ask tough questions about your background, goals, and knowledge of the company and industry. Chances are your role play interviewer will be harder on you than the real one. But if you practice, the questions that arise during the actual interview will be less likely to throw you off balance.
- *Know how to get to the interview site.* If you arrive late at your interview, you'll be in big trouble. Being late to the interview tells the employer just one thing—you'll probably be late to work, too. So be sure you know how to get to the interview, where to park, and any rules for visitors, such as getting a security badge to enter the building. Conduct a dry run beforehand if you think it will help. Be sure to account for variations in traffic, especially during rush hours.
- *Try to find out the salary range.* If you can't, don't bring up salary in the interview. It will seem like you are more interested in money than the job. But do come to the interview knowing the lowest salary you can afford to accept and how much others with your background earn.



Figure 2.3.21

HOW TO DRESS

First impressions count. During the interview, you want to give the message that you expect to be taken seriously. Your clothes can help convey that message. Your interviewer will notice the amount of care you take in your dress. They will assume you'll take the same amount of care with your work. Don't let anyone think you'll be a sloppy employee.

While there are various standards of dress for different kinds of jobs, a conservative approach is the safest route. Do a little investigating to learn what to wear to the interview so you will look as though you "fit in" with the company.

Learn what to wear by:

- Calling the human resources office where you are interviewing
- Visiting the organization's office to see if there is a dress code
- Watching people arriving and leaving work

It's a good idea to match your interview outfit to the position. If you are applying for a job working on a warehouse floor, you will look out of place wearing a formal suit. However, you will still be expected to present a professional appearance at the interview.

DURING THE INTERVIEW

Your behavior during the interview also conveys a lasting impression about you. Follow these tips to present yourself at your best:

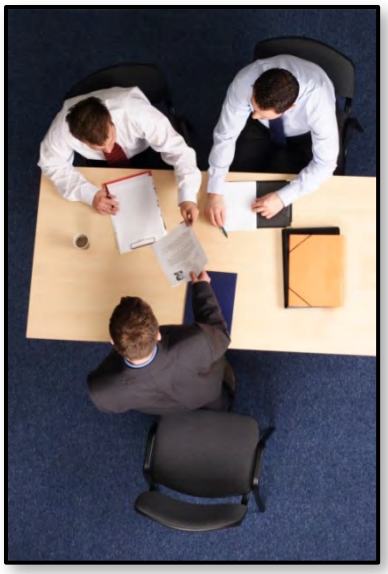


Figure 2.3.22

- Arrive early.
- Don't take notes unless the interviewer asks you to.
- Remember the interviewer's name and title.
- Shake hands firmly, whether the interviewer is male or female.
- Do not smoke, chew gum, or drink anything during the interview.
- Wait for the interviewer to offer you a chair before you sit down.
- Answer all questions truthfully and appropriately.
- Keep positive.
- Be enthusiastic and confident.
- Be aware of your body language.
- Be clear about your career direction and goals.

QUESTIONS INTERVIEWERS ASK

- ***Tell me about yourself.*** The interviewer does not want to know about your hobbies, your boyfriend or girlfriend, or your favorite TV show. They want to know what you think is important about yourself with respect to the job you've applied for. Take this opportunity to present your best qualities and to explain how much you are interested in the company.
- ***What do you see yourself doing in five years?*** The interviewer wants to see if you plan or live day-to-day. To answer this question impressively, your career goals should relate to those of the company. This is also a good opportunity to ask about the career path for the position you are interviewing for.
- ***What is your greatest weakness (or strength)?*** The question is about your work behavior. The interviewer wants to find out how well you know yourself. If you need to talk about a weakness, focus on one that you are correcting, and tell the interviewer how you are doing that. This will show that you are mature. Everyone has weaknesses, but not everyone admits them or is working to correct them.
- ***Why should we hire you?*** Think about this question beforehand and have a few good reasons ready. Make your reasons specific: Match your skills with those of the job.

- ***What salary do you expect?*** Many employers want to know if your salary expectations match what they are willing to pay. If possible, avoid salary negotiations until you actually have a job offer. If the interviewer presses you, give a salary range rather than a specific figure. For example, say, "I understand that positions of this type generally pay between $25,000 and $28,000. That range would be acceptable."
- ***Why do you want to work for us?*** Do your research, and then give an honest answer about why you like the organization.

QUESTIONS YOU MAY WANT TO ASK

- What would a typical workday be like if I had this position?
- What is the expected career path in your organization for a person in this position?
- Do you have a formal training program? Can you describe it?
- How do you evaluate your employees? How often?
- From your experience, what would you say are the organization's greatest strengths?

ENDING THE INTERVIEW

You will know the interview is ending when the interviewer asks if you have any questions. Ask your questions. Then reiterate the main points that make you a strong candidate. Ask the interviewer when they think the company will make its decision. Emphasize how much you would like the job, and thank the interviewer for spending time with you.

FOLLOW-UP

As soon as you get home, make notes about your impressions. List any points you forgot to mention or questions you forgot to ask. Within two days of the interview, send a follow-up letter or note. Mention the points or questions that have come up since the interview ended. Stress again that you want the job and explain why you are qualified. Send separate notes to everyone who interviewed you.



Figure 2.3.23

INTERVIEWER EVALUATION

During and after the interview, your potential employer will be evaluating you. What are they looking for? There is no standard evaluation or rating form that all employers use. Each company evaluates applicants differently. How you dress and speak, your mannerisms, and the validity and content of your answers to questions, will all influence the evaluation. The employer will probably evaluate you in three basic areas: character, commitment, and competence.



Figure 2.3.24

Character

Employers want to be sure you are a person with a positive personality and good habits. In evaluating your character, they will look at your:

- Attitude
- Appearance
- Ability to communicate orally and in writing
- Ability to work collaboratively

In evaluating your character, they will look at your *(cont'd)*:

- Self-confidence and poise
- School or work attendance record
- Community or extracurricular activities
- Leadership potential

Commitment

Employers also want to be sure you really want to work for them, will show up for work, and won't leave them in a few months—after they've invested time and effort in training you for the job. When employers look for commitment, they are looking for:

- Enthusiasm for the job and the company
- Goals and self-motivation
- Willingness to do what your employer asks

Competence

Finally, potential employers need to be sure you can do the work and do it well. In evaluating your competence, they'll look at your:

- Job-related skills and ability to perform the job
- Grades on courses and tests
- Educational qualifications for the job

Conclusion

It's never too soon to begin preparing for your future. Use a portfolio to organize your school accomplishments and career planning and to help you achieve success. Putting a résumé together may seem premature, but employers and colleges will want to see one. Interviewing may seem years away, but don't be surprised. You may need to interview for a scholarship, for acceptance into the military, or for that summer job. With a little work and some advice from family and friends, you can polish the entire package of you!

Lesson Check-up



- **Explain the purpose of a personal portfolio.**
- **List some additional pointers that will make your printed résumé effective.**
- **How does your presentation during an interview support the three basic areas an employer evaluates?**
- **List some questions you should ask during an interview.**

CHAPTER 3



Figure 3.0



TEAM BUILDING



Chapter Outline

LESSON 1: The Responsibilities of Platoon Leadership (p.118)

How will understanding platoon-level leadership roles and responsibilities facilitate teamwork in your platoon?

LESSON 2: Executing Platoon Drills (p.124)

What are platoon formations and how are they different from squad formations?

LESSON 1

The Responsibilities of Platoon Leadership



Key words

- **correction**
- **supervise**

What You Will Learn to Do

Illustrate the duties of a platoon leader or sergeant

Linked Core Abilities

- Apply critical thinking techniques
- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Learning Objectives

- **Describe** the duties and responsibilities of the different leadership positions within a platoon
- **Identify** the responsibilities of a platoon sergeant and platoon leader
- **Define** key words: correction, supervise

Essential Question

How will understanding platoon-level leadership roles and responsibilities facilitate teamwork in your platoon?

Introduction

Effective leaders develop confidence in those they **supervise**. Leaders also develop the skills that enable a group to achieve its mission, whether it's winning a football game or planning a vacation. As you assume a role in platoon leadership, you assume responsibilities of supervision. This lesson focuses on the supervisory responsibilities and skills you need to be successful in platoon leadership.

Key words

supervise:
To oversee (a process, work, workers, etc.) during execution or performance



Figure 3.1.1

Leadership is well-defined in JROTC; influence others to accomplish a mission by providing purpose, direction, and motivation. At team and squad level, your influence has been mostly direct—face to face instruction, supervision, evaluation, and immediate feedback. As you progress to platoon level, you will begin to lead and influence indirectly, through your chain of command as well. You will also learn to manage resources and coordinate or synchronize squad actions to achieve a common objective.

Moving Into Supervision

In earlier lessons you learned about the roles that team leaders and squad leaders had in leading their sections of a platoon. Their responsibilities included knowing their team members (personnel information), being familiar with individual and squad drill, assisting members with JROTC activities, training, inspection, and most importantly always setting the example at all times. As you move into the role of platoon sergeant or platoon leader, these responsibilities continue and new responsibilities are added.

As a squad leader, you led team leaders and individual squad members. If you needed a task done, you would directly instruct a squad member to do it. As a platoon leader or sergeant, you will work through your squad leaders instead of tasking squad members directly. You must learn to assign tasks to squad leaders and allow them to translate your instructions into action. Your role is changing from direct action to supervision.

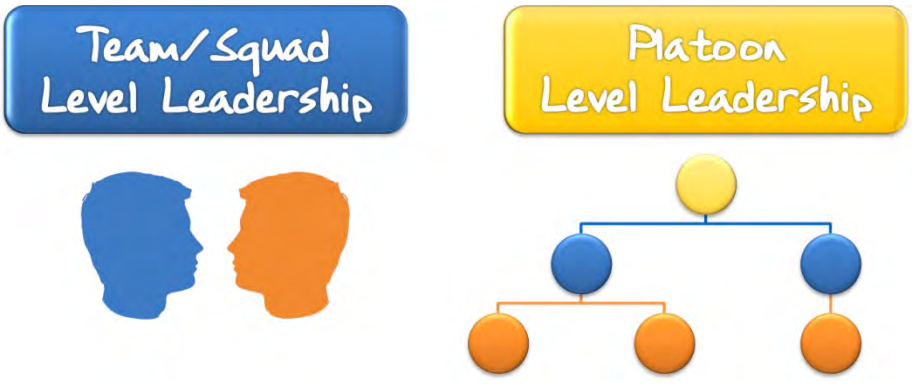


Figure 3.1.2

Key words

correction:
To make or set right

Supervising others is a critical role that is the first step of managing people. When you supervise it is important that you both motivate others and provide **corrections** as needed. You are responsible for the execution of a mission and the performance of the team you supervise. You must utilize discipline to provide both of these responsibilities.

DISCIPLINE

Discipline empowers every member of a group. It also keeps a leader focused on details and delivering the supervision, correction, and instruction that people need to maximize their performance. One of the easiest and most effective ways to incorporate discipline at platoon level is basic drill. Drill gives the leader control of the learning environment, and guides each member of the team to focus on a fellow Cadet as a leader. Leaders insist on set standards. When leaders clearly convey what is needed and then offer feedback, the members of the group can ratchet up their performance until it meets or exceeds standards. When a leader sees what is or isn't being done well, that leader can provide praise/motivation or correction.

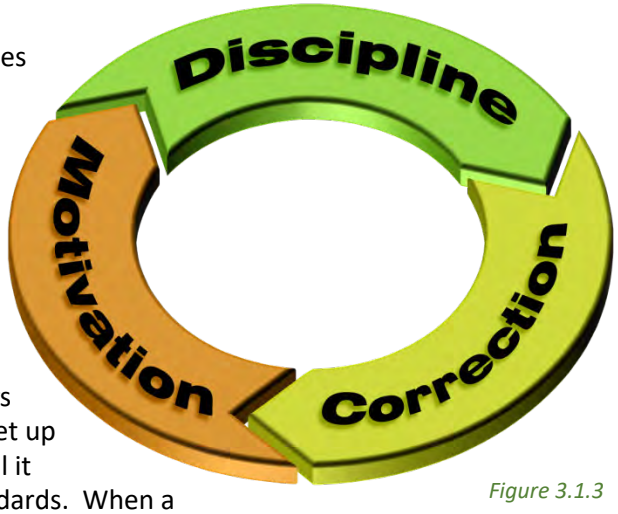


Figure 3.1.3

CORRECTION

One of the most effective supervising techniques is on-the-spot correction. Very simply put, correction accelerates learning. It pinpoints where standards are not being met.

The steps of correction are:

- Identify the deficiency
- Focus on the performance, never the person
- Give one correction at a time, do not overload
- Don't keep bringing it up; when the correction is over, it is over



Figure 3.1.4

MOTIVATION

People who achieve at or above standards should be praised; praise fosters motivation and confirms that a task has been completed according to standards. Praise also supports morale, cohesion, and discipline, and keeps a group focused and motivated. When giving praise, always be precise and communicate exactly what is correct about a specific performance.

Platoon Sergeants (NCO) and Platoon Leaders (Officer)

The platoon level is where the officers and enlisted personnel begin to lead the Cadets together. As you may remember, the officers in a battalion are the chain of command. Officers' assignments are focused on leadership and administration. They are like top management in the corporate world. Their role is to see that the policy and procedures are implemented. In the vast majority of circumstances, you can safely call officers the managers of the military.



Figure 3.1.5

RESPONSIBILITIES OF A PLATOON LEADER

The platoon leader is a very desirable position in the Cadet battalion. If you are a platoon leader, you have a platoon of Cadets for whom you are directly responsible. Primarily, your job is one of leadership, training, and discipline. You also have the opportunity and privilege to be a role model, coach, and counselor. You must:

- Keep the company commander informed of the status of the platoon at all times.
- Set the (right) example by being on time and prepared for classes. Be an ACTIVE learner and take responsibility for your academic success. Look OUTSTANDING in uniform. Follow the school dress code when not in uniform.
- Establish and maintain command and control of the platoon at all times. Organize and maintain an effective chain of command.

Responsibilities of a platoon leader *(cont'd):*

- Know the chain of command and teach it to your Cadets.
- Use the chain of command to accomplish tasks; work mainly with the platoon sergeant and the squad leaders.
- Enforce the orders from superiors whether you agree with them or not. However, if you think an order is morally or ethically wrong, discuss it with your chain of command and, if necessary, your instructor staff. Do not complain or gripe in the presence of subordinates. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the platoon.
- Know all phases of drill and ceremonies and be able to supervise and conduct platoon drill. Additionally, if you are the senior officer present in a formation, be able to conduct company drill.

RESPONSIBILITIES OF A PLATOON SERGEANT



Figure 3.1.6

The noncommissioned officer (NCO) support channel parallels and reinforces the chain of command. NCO leaders work with and support the officers of their chain of command. For the chain of command to work efficiently, the NCO support channel must operate effectively. The NCO support channel is used for exchanging information; providing reports; issuing instructions, which are directive in nature; accomplishing routine but important activities in accordance with command policies and directives.

Most often, it is used to execute established policies, procedures, and standards involving the performance, training, appearance, and conduct of enlisted personnel. Its power rests with the chain of command.

NCOs are higher-ranking enlisted personnel who play a crucial role in day-to-day military operations and are often referred to as the "backbone" of the armed forces. Serving as the liaison between commissioned officers and lower-ranking enlisted personnel, they are responsible for providing advice and guidance to officers as well as leadership and training to lower-ranking enlisted personnel. Officers should consult their respective NCO before implementing policy.

The platoon sergeant must:

- Form the platoon when prescribed by the platoon leader and submit absentee reports to the company first sergeant.
- Assist the platoon leader in supervising the squad leaders, while maintaining a close relationship with them.
- Develop a spirit of teamwork within the platoon.
- Assist the platoon leader in training the platoon.
- Know individual, squad, and platoon drill and teach it to your Cadets.

Responsibilities of a platoon sergeant *(cont'd):*

- Know how to properly set up and wear the uniform and teach it to your Cadets. Keep track of uniform deficiencies and conduct pre-inspections of your Cadets.
- Be completely informed of all platoon matters in order to assume control of the platoon in the absence of the platoon leader.

Conclusion

In order for a platoon to function effectively and efficiently, platoon leaders and platoon sergeants need to work in tandem to lead their team. Most importantly they need to establish and maintain command and control of the platoon at all times. Successful leaders must be able to put their energy to work to build cohesive teams, establish high levels of morale, and create a climate where followers are willing to accomplish missions. Plus, when taking charge of a unit, successful leaders must always set the example.

Lesson Check-up



- **How does your role as a platoon-level leader differ from that of a squad leader?**
- **How does the role of the platoon leader differ from the role of the platoon sergeant?**
- **Why is it important for platoon leaders to consult with platoon sergeants before making major decisions?**

Executing Platoon Drills



Key words

- cover
- formations
- interval

What You Will Learn to Do

Execute platoon drills

Linked Core Abilities

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

Learning Objectives

- **Describe** the correct response to the commands for forming and marching the platoon
- **Compare** platoon drills and squad drills
- **Match** drill commands to platoon formations
- **Define** key words: cover, formations, interval

Essential Question

What are platoon formations and how are they different from squad formations?



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

Introduction

By now you should be familiar with stationary movements, basic steps, marching techniques, and squad drill. The introduction of platoon drill is designed to give you a better understanding of the discipline and coordination that is required of a large group to perform well in drill. Platoons execute certain drills in the same way that squads do. These drills include: inclining around, resting, changing intervals in lines, dismissing, marching to the flanks, counting off, and marching in the opposite direction. NOTE: For continuity purposes, "platoon sergeant" may also denote "platoon leader" when the platoon leader is executing drill from his post. The following drill tips will help you better understand some general information about platoon drill.

Content Highlight:

DRILL TIPS – PLATOON FORMATIONS AND POSITIONS

- For the most part, platoon drill provides the procedures for executing movements in conjunction with other squads formed in the same formation.
- The platoon has two prescribed formations: line and column. However, your platoon leader may also form the platoon in a column of twos from a column.
- When a platoon forms in a line, its squads are numbered from front to rear; in a column, its squads are numbered from left to right.
- When the platoon drills as a separate unit and is in a line formation, the platoon leader takes a position six steps in front of, and centered on, the platoon. The platoon sergeant's position is centered on the platoon and one step to the rear of the last rank.
- When it drills as a separate unit and is in a column formation, the platoon leader's position is six steps on the left flank, and centered on the platoon. The platoon sergeant's position is one step behind, and centered between the second and third squads.
- When the platoon drills as part of a larger unit and is in:
    - A line formation, the platoon leader's position is six steps in front of, and centered on, the platoon. The platoon sergeant's position is one step to the rear, and centered on, the platoon.
    - A column formation, the platoon leader's position is one arm's length plus six inches in front of, and centered between, the second and third squad leaders. The platoon sergeant's position is one step behind, and centered between, the second and third squads.
- The first squad leader serves as the base when the platoon is in a line formation. The fourth squad leader serves as the base when in a column.

Platoon Formation

Key words

formations:
A particular grouping of Cadets for drill

The platoon has two prescribed **formations**—line and column. *(See Figure 3.2.1)* However, the platoon may be formed into a file or a column of twos from a column formation. When in a line formation, the elements (squads) of a platoon are numbered from front to rear; in a column formation, from left to right.

For the most part, platoon drill merely provides the procedures for executing drill movements in conjunction with other squads formed in the same formation. Individual drill movements and the manual of arms are executed as previously described while performing as a squad member during the conduct of platoon drill.

When the platoon drills as a separate unit, in a line formation, the post for the platoon leader is six steps in front of, and centered on, the platoon; when in a column formation, the platoon leader is six steps to the left flank and centered on the platoon. When marching as part of a larger formation, their post is one step in front of, and centered on, the squad leaders.

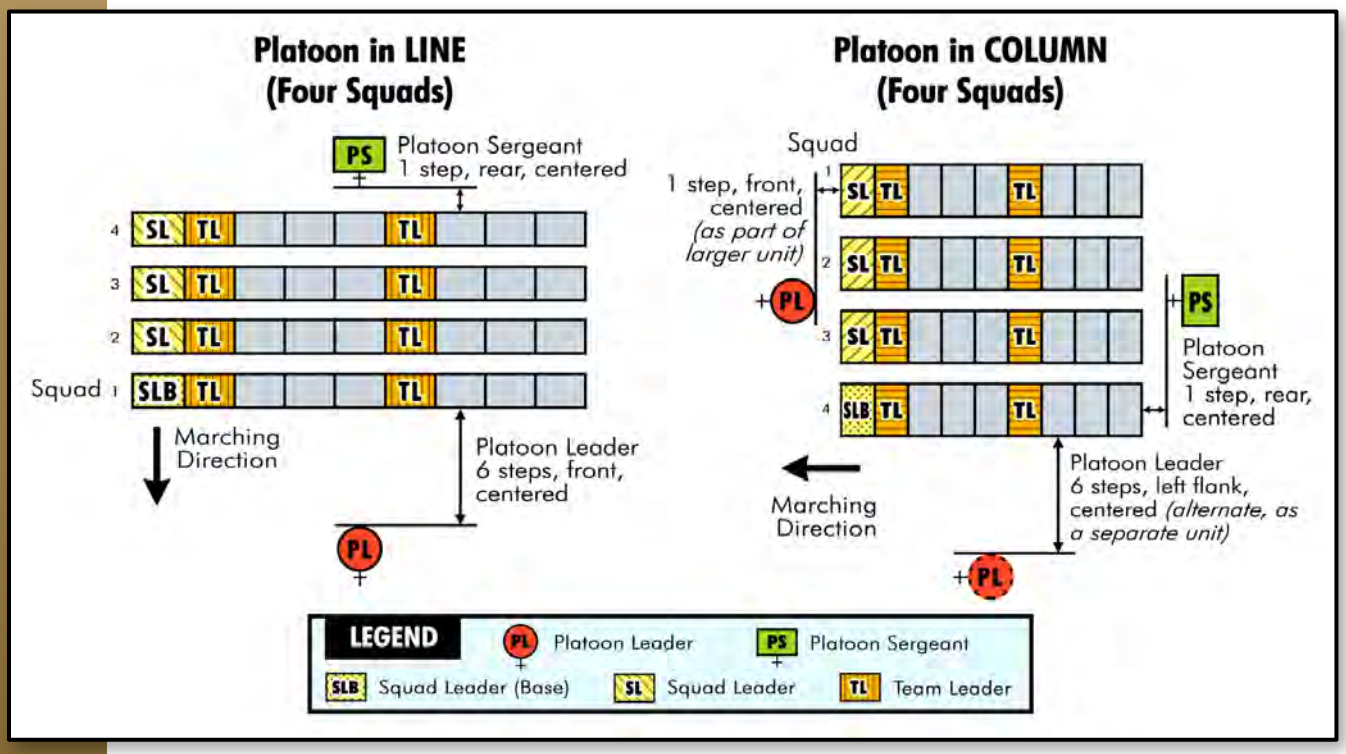


Figure 3.2.1

When the platoon drills as a separate unit or as part of a larger unit in a line formation, *without officers present*, the post for the platoon sergeant is three steps in front of, and centered on, the platoon. When in column formation, the post for the platoon sergeant is three steps to the left flank of, and centered on, the platoon.

The post for the platoon sergeant with the platoon leader present is one step to the rear and centered on the platoon in line or column formation.

When assuming their post in column from a line formation with the platoon leader present, the platoon sergeant faces to the left in marching (on the command of execution "FACE") and marches in the most direct route to their post. The platoon sergeant then halts and faces to the right. When assuming their post in line from a column formation, the platoon sergeant faces to the right in marching (on the command of execution "FACE") and marches in the most direct route to his post, halts centered on the platoon, and faces to the left.

When control of the formation is being exchanged between the platoon sergeant and the platoon leader, the platoon *sergeant* will always travel around the *right* flank (squad leader) of the formation when marching from post to post. The platoon *leader* will always travel around the *left* flank of the formation when marching post to post.

On the command "Open Ranks, MARCH"; "Backward, MARCH"; "Right (Left) Step, MARCH"; "Forward, MARCH"; and on commands that cause the platoon to change **interval** in line, the platoon leader moves at the same time (with the appropriate step) so as to maintain proper position.



Figure 3.2.2

The leader of the first squad serves as the base when the platoon is in a line formation. The leader of the fourth squad serves as the base when the platoon is in a column formation.

If for some reason the platoon is authorized a guidon or phase banner (in training units for example), the bearer's post is one step in front of, two 15-inch steps to the right of and facing the person forming the platoon. When the formation is faced to the right for a marching movement, the bearer executes in the same manner except that their post is three steps in front of, and centered on, the squad leaders. If the platoon leader is present and at their post, the bearer's post is one step to the rear and two 15-inch steps to the left of the platoon leader.

FORMING THE PLATOON

"FALL IN"

The platoon normally forms in a line formation; however, it may re-form in a column when each Cadet can identify their exact position in the formation.

A platoon forms basically in the same way as a squad. The platoon sergeant assumes the *Position of Attention* and commands "FALL IN." On that command, the first squad leader and the first squad (when formed) are three steps in front, and centered on, the platoon sergeant. The other squad leaders then **cover** on the first squad leader at the correct distance, which they obtain by estimation.

Key words

interval:
Approximately one "arm's length" between Cadets in formation

cover:
The distance between Cadets in a column

Members of the first squad fall in on their squad leader as they would in squad drill. However, members of the other squads fall in on their squad leader, assume the *Position of Attention*, and turn their heads and eyes to the right. They obtain correct distance by taking short steps forward or backward, align themselves on the Cadet to their right, sharply turn their heads and eyes to the front as in the *Position of Attention*, and obtain proper interval by taking short steps left or right to cover on the Cadet in front of them. Members of these other squads do not raise their left arms unless the Cadet to their immediate left has no one on which to cover.

When appropriate, the platoon leader may form the platoon. The procedures are the same as described earlier except that the first squad forms six steps in front of, and centered on, the platoon leader. The platoon sergeant forms at their position to the rear of the platoon.

BREAKING RANKS

> ***"Cadet Private, front and center"***
>
> ***"Here, Sergeant (Sir)"***

When the situation requires one or more individuals to leave a platoon formation or to obtain specific instructions from the platoon sergeant (or platoon leader), the platoon sergeant directs "Cadet Private _____, front and center" or "The following personnel front and center: Cadet Private _____, Cadet Private _____, etc."

When the Cadet's name is called, the Cadet comes to the *Position of Attention*, and replies "Here, Sergeant (Sir)." Take one 15-inch step backward, halt, face to the right (left) in marching, and exit the formation by marching to the nearest flank. Do not look left or right. Once the individual has cleared the formation, begin to double-time and halt two steps in front of, and centered on, the platoon sergeant. *(See Figure 3.2.3)*

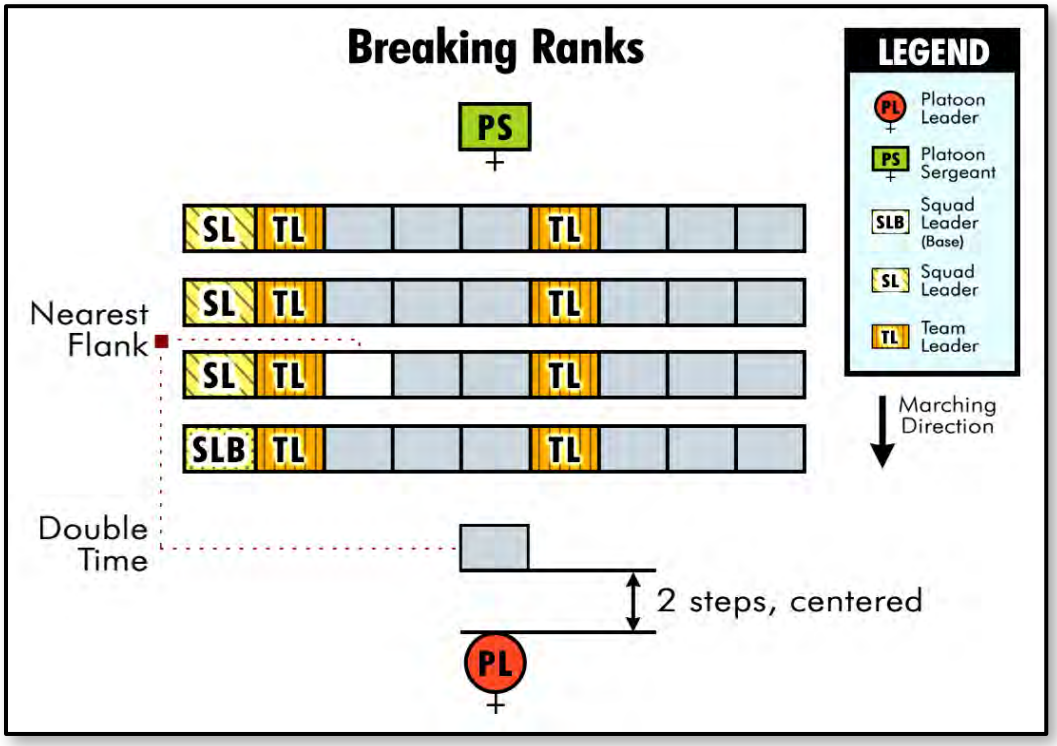


Figure 3.2.3

COUNTING OFF

The platoon counts off in the same manner as a squad. While in a line formation, the squads count in unison from right to left, with each squad leader sounding off with "ONE."

When in column formation, the men abreast of each other count in unison from front to rear, with each squad leader sounding off with "ONE."

CHANGING INTERVALS

"Close Interval, MARCH"
"Forward, MARCH"
"Normal Interval, MARCH"

The platoon changes interval in a line formation in the same manner as the squad.

To change interval when the platoon is in a column formation at the halt, the right file stands fast and serves as the base. All other Cadets execute the movement as previously described. To obtain close interval from normal interval, the third squad takes one step right, the second squad takes two steps right, and the first squad takes three steps right. To obtain normal interval, the procedures are the same except that the squads take the same number of steps to the left.

To change interval when the platoon is marching in a column, the preparatory command "Close Interval" is given when the right foot strikes the marching surface, and the command of execution "MARCH" is given the next time the right foot strikes the marching surface. On the command of execution "MARCH," the base squad (right file) takes one more 30-inch step and then executes a half step. *(See Figure 3.2.4)*

All other Cadets take one more step, simultaneously execute a column half right, and march until they obtain close interval. They execute a column half left and assume the half step when abreast of the corresponding Cadet of the base squad. On the command "Forward, MARCH," all Cadets resume marching with a 30-inch step. The commands "Mark Time, MARCH" and "Platoon, HALT" may also be given.

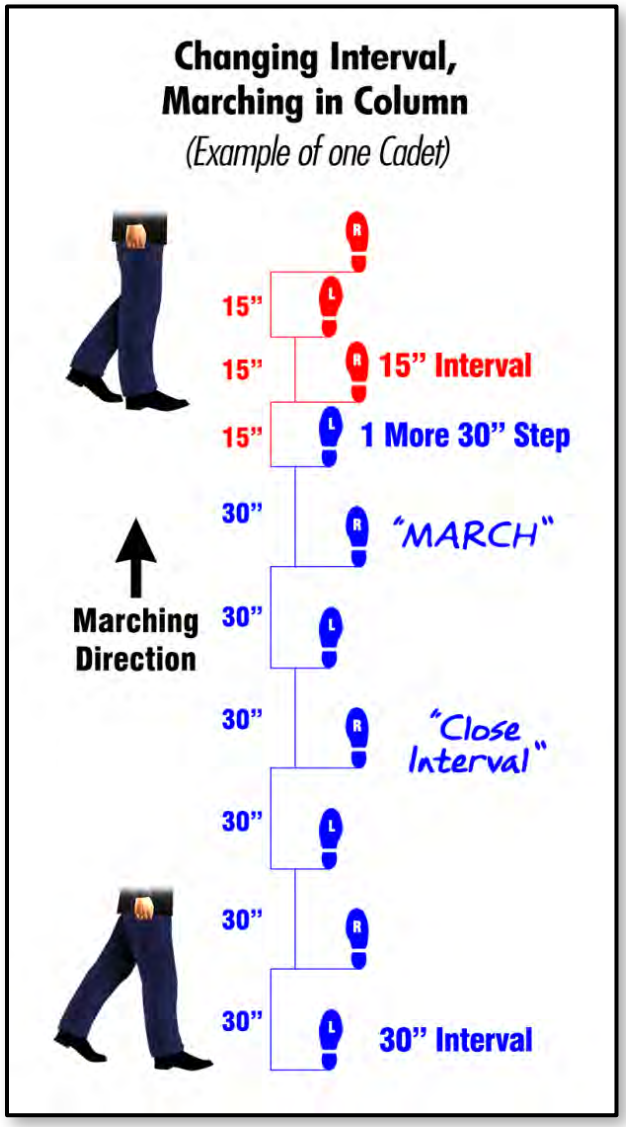


Figure 3.2.4

To resume marching at normal interval, the preparatory command "Normal Interval" is given as the left foot strikes the marching surface, and the command of execution "MARCH" is given the next time the left foot strikes the marching surface. On the command "MARCH," the platoon members obtain normal interval in the same manner prescribed for close interval except that they each execute column half left then column half right.

To obtain double interval from normal interval, the procedures are the same as from close interval to normal interval. To obtain normal interval from double interval, the procedures are the same as obtaining close interval from normal interval.

ALIGNING THE PLATOON

"Dress Right, DRESS"

"Ready, FRONT"

Aligning the platoon in line formation is similar to aligning a squad. The command for alignment is "Dress Right, DRESS." On the command of execution "DRESS," the first squad leader stands fast and serves as the base. Other squad leaders estimate correct distance between their units and the squad in front of them. The Cadets in the first squad obtain exact interval as they did in squad drill. All other squads execute as the first squad, except that each Cadet raises the left arm for uniformity and covers on the Cadet in front of them by glancing out of the corner of the left eye.

To obtain exact alignment, the platoon sergeant marches (on the command of execution "DRESS") by the most direct route to a position on line with the first squad, halts one step from the squad leader, assumes the *Position of Attention*, and faces down that line. The platoon leader then verifies the alignment of the first squad and instructs Cadets (calling them by name or number) to move forward or back as necessary to form an even line.

After aligning the first squad, the platoon sergeant faces to the left (right) in marching, takes two (or three) short steps to the second squad, halts, faces down that line, and aligns that squad in the same manner as the first squad. This same procedure is followed for the remaining squads. When finished with the last squad, the platoon sergeant returns to the position centered on the platoon, halts perpendicular to the formation, faces to the left (right), and commands "Ready, FRONT."



Figure 3.2.5

COVERING AND RECOVERING

"COVER"

"RECOVER"

To align the platoon in a column formation, the commands are "COVER" and "RECOVER." On the command "COVER," the fourth squad leader stands fast and serves as the base. The squad leaders, with the exception of the left flank squad leader, raise their arms laterally and turn their heads and eyes to the right. The members of the fourth squad raise their arms horizontally (as in squad drill) to the front and cover on the Cadet to their front at the correct distance.

Cadets of the third, second, and first squads raise their left arms horizontally to the front (for uniformity only), cover on the person to their front, and, at the same time, glance out of the corner of their right eyes to align on the Cadet to their right.

To resume the *Position of Attention*, the platoon leader gives the command "RECOVER." On this command, Cadets return sharply to the *Position of Attention*.

OPENING AND CLOSING RANKS

"Open Ranks, MARCH"

"At Close Interval, "Dress Right, DRESS"

"Close Ranks, MARCH"

A platoon opens ranks from a line formation while at the halt. The command is "Open Ranks, MARCH," and the platoon may execute it from any of the prescribed intervals. On the command of execution "MARCH," the front rank takes two steps forward, the second rank takes one step forward, the third rank stands fast, and the fourth rank takes one step backward. *(See Figure 3.2.6)* If additional ranks are present, the fifth rank takes four steps backward; the sixth rank takes six steps backward, etc.

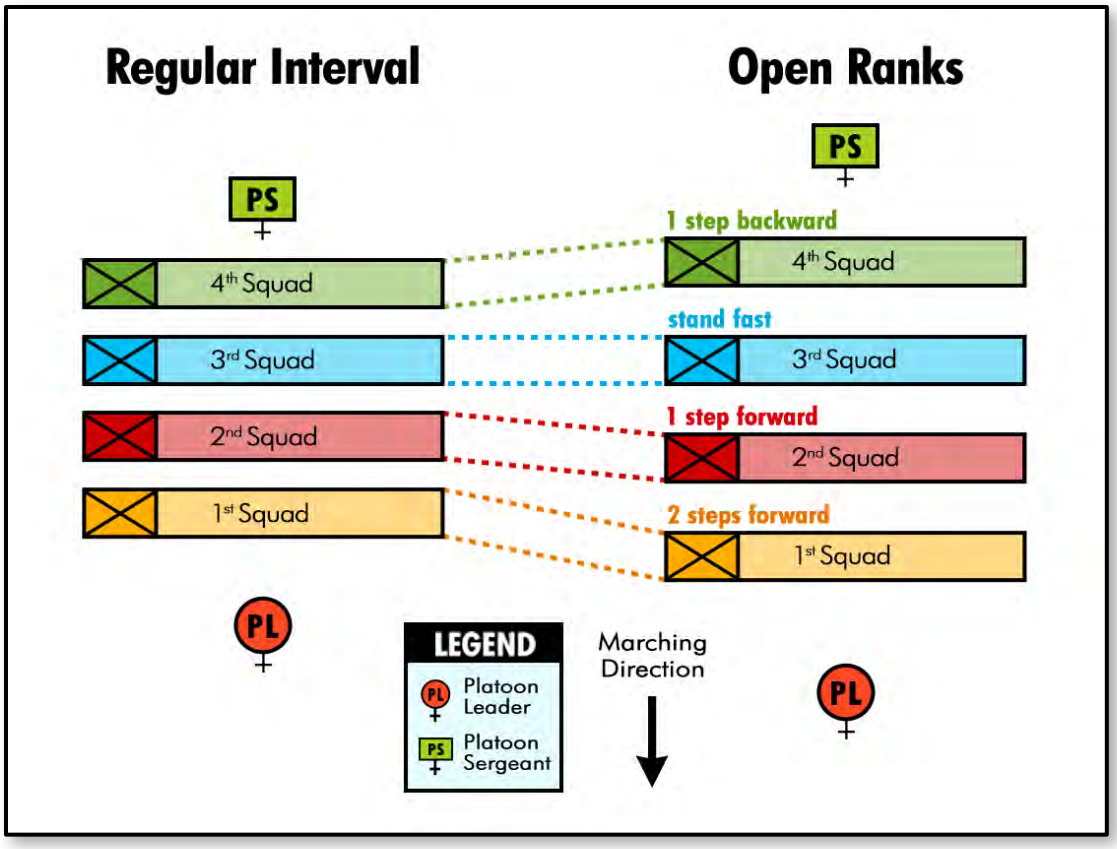


Figure 3.2.6

After taking the required number of steps, platoon members do not raise their arms to align themselves. If the platoon sergeant wants the exact interval or alignment, they command "At Close Interval (At Double Interval), Dress Right, DRESS."

The command to close ranks is "Close Ranks, MARCH." On the command of execution "MARCH," the first rank takes four steps backward, the second rank takes two steps backward, the third rank stands fast, and the fourth rank takes one step forward. Also, on the command of execution "MARCH," the platoon leader and platoon sergeant take the approximate number of steps to maintain their correct positions.

RESTING AND DISMISSING THE PLATOON

"PLATOON SERGEANT, TAKE CHARGE OF THE PLATOON"

"TAKE CHARGE OF YOUR SQUADS"

"FALL OUT"

The platoon rests in the same manner as prescribed for the squad.

The procedures for dismissing the platoon are basically the same as prescribed for the squad; however, the following differences exist.

The platoon sergeant may release the squads to the control of the squad leaders by commanding "TAKE CHARGE OF YOUR SQUADS." The platoon sergeant and squad leaders exchange salutes, and the platoon sergeant is no longer a part of the formation. Without leaving their positions, the squad leaders turn their heads and eyes over their left shoulder and command "FALL OUT."

If the platoon leader is at his post, he commands "PLATOON SERGEANT." The platoon sergeant faces to the left in marching and inclines around the squad leaders' left flank, halts three steps in front of and centered on the platoon, and faces to the right. The platoon leader then commands "TAKE CHARGE OF THE PLATOON," they exchange salutes, and the platoon leader is no longer a part of the formation. The platoon sergeant remains at his post, faces about, and carries out the platoon leader's instructions.

MARCHING THE PLATOON

The platoon marches in the same manner as prescribed for the squad.

- When marching in line, the first squad leader serves as the guide; when marching in column, the fourth squad leader is the guide.
- When marching in line, each member maintains alignment on the Cadet to the right by glancing out of the corner of the right eye; when marching in column, each member of the first, second, and third squads maintains alignment on the Cadet to the right.



Figure 3.2.7

CHANGING DIRECTION

During a march, a platoon will need to change direction at some point. There are several ways to do this, including a 90- or 45-degree turn, marching to the rear, incline, or counter column. The following sections help describe how these are done.

90- or 45-Degree Turns

"Column Left (Right), MARCH"

"Column Half Left (Right), MARCH"

The platoon changes the direction of marching basically the same as the squad. During a column movement, the base element is the squad on the flank in the direction of the turn. *(See Figure 3.2.8)*

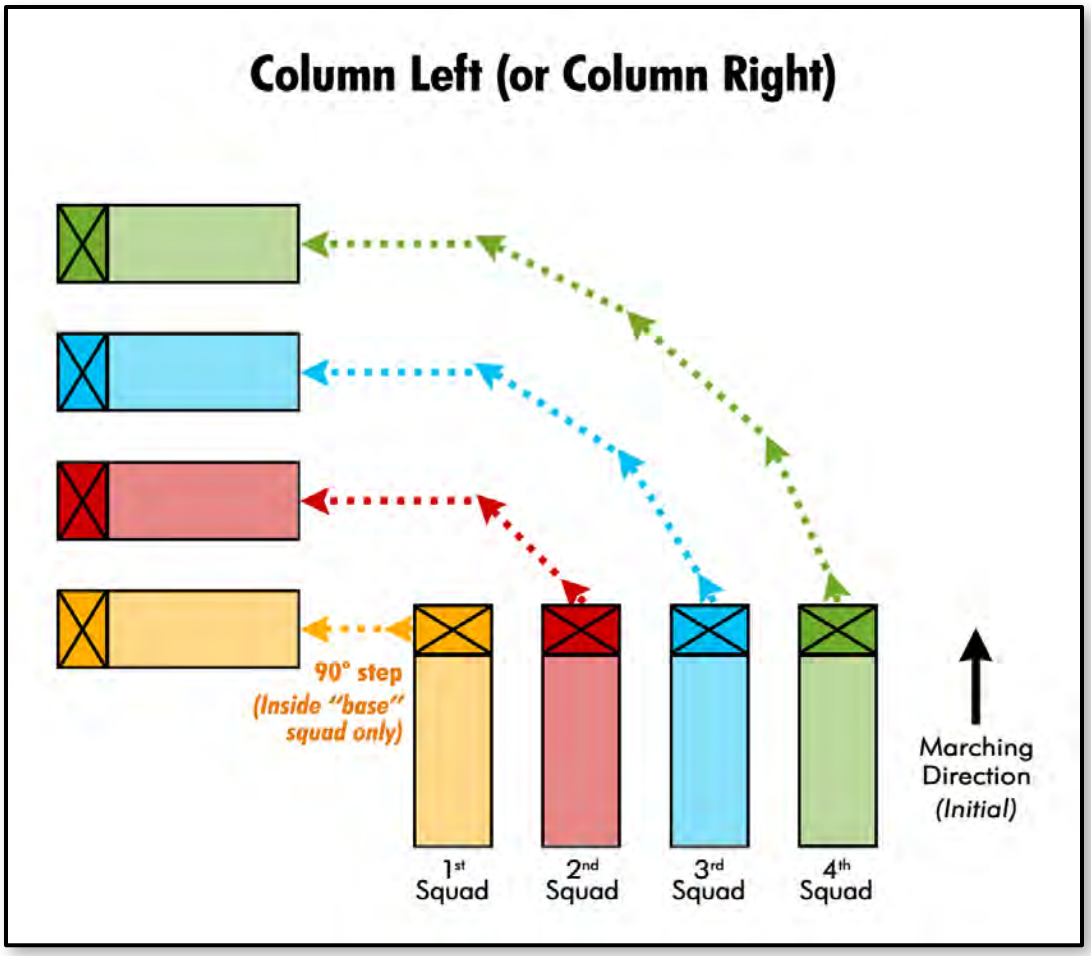


Figure 3.2.8

To change direction 90 degrees, the command is "Column Left (Right), MARCH." On the command of execution "MARCH," the base squad executes the movement as in squad drill, except that the squad leader takes one 30-inch step and then takes up the half step. The squad leader continues marching with the half step until the other squad leaders come abreast. The other squad leaders must maintain correct interval, execute a 45-degree pivot, and continue marching in an arc.

As these squad leaders come on line with the base squad leader, they take up the half step. When all squad leaders are even, they step off with a 30-inch step without command. All other platoon members march forward on the command of execution and execute the column movement at approximately the same location as their squad leaders and in the same manner.

To change direction 45 degrees, the command is "Column Half Left (Half Right), MARCH." On the command of execution "MARCH," the platoon executes the movement in the same manner as for a 90-degree turn except that all squad leaders make a 45-degree turn.

Marching to the Rear or Inclining

The platoon marches in the opposite direction *(Rear March)* and inclines around an object *(Incline Around Left/Right)* in the same manner as the squad. The squad nearest the direction of the turn serves as the base.

"Rear, MARCH"

"INCLINE AROUND LEFT (RIGHT)"

Counter Column

"Counter Column, MARCH"

When space is limited and the platoon leader wants to march the platoon in the opposite direction with the squad leaders at the head of their squads, the platoon leader commands "Counter Column, MARCH." (*See Figure 3.2.9* to guide your way through this procedure.)

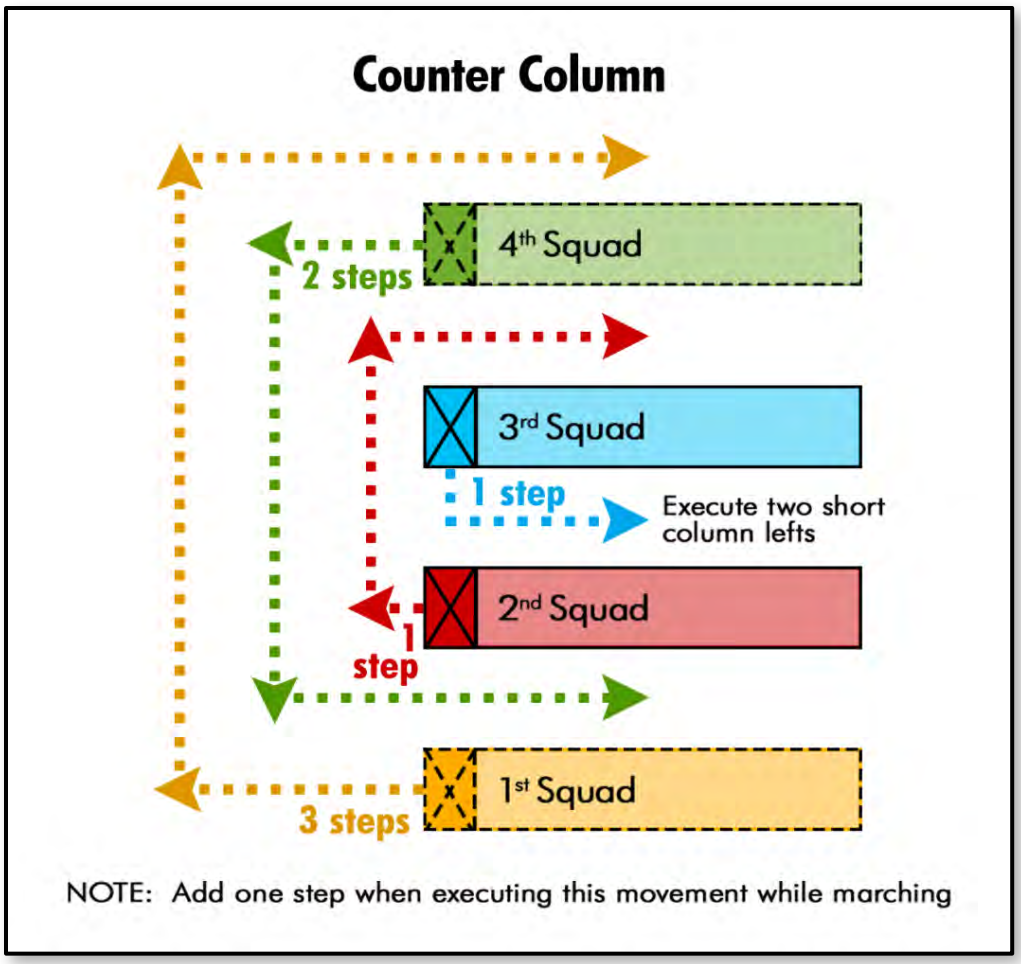


Figure 3.2.9

On the command of execution "MARCH":

- The first squad marches forward three steps, executes a column right, marches across the front of the platoon, and executes another column right just beyond the fourth squad.
- The second squad steps forward one step, executes a column right, marches forward, and executes another column right between the third and fourth squads.
- The third squad executes two short column lefts from the halt, and marches between the remainder of the third squad and the second squad.
- The fourth squad marches forward two steps, executes a column left, marches across the front of the platoon, and executes another column left between the first and second squads.

- As the third squad leader marches past the last Cadet in the third squad, the entire squad begins to march at half step. After marching past the last Cadet in each file, all other squads incline to the right and left as necessary, obtain normal interval on the third squad, and begin to march with the half step. When all squads are even with one another, they begin marching with a 30-inch step without command.

During the movement, the platoon leader marches alongside of the first squad, and the platoon sergeant marches one step to the rear and centered between the second and third squads.

When marching, the platoon leader gives the preparatory command "Counter Column" as the left foot strikes the marching surface. On the command of execution "MARCH," the platoon executes the movement basically the same as from the halt, except that the squad takes one additional step to ensure that the pivot foot is in the correct place to execute the movement.

Conclusion

Your Cadet battalion will spend many hours practicing the individual, squad, and platoon drill movements. Being able to execute them correctly will build confidence and teamwork as well as ensure that your unit looks as good as it can in ceremonies. To excel in Leadership Lab requires dedication in learning the steps and drills, the proper use of commands and command voice, as well as thorough preparation on the part of the drill leader.

Lesson Check-up



- **What drills do platoons execute?**
- **When marching in line, which squad leader serves as the guide?**
- **When marching in a column, which squad leader serves as a guide?**

CHAPTER 4



Figure 4.0



DECISION MAKING

Chapter Outline

LESSON 1: **Prejudice** (p.138)
How can you minimize prejudice in your relationships with others?

LESSON 2: **Negotiating** (p.152)
How can you negotiate agreements?

LESSON 1

Prejudice



What You Will Learn to Do

Develop strategies for neutralizing prejudice in your relationships

Linked Core Abilities

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

Learning Objectives

- **Identify** common stereotypes in our culture
- **Explain** how stereotypes relate to prejudice
- **Describe** ways prejudice affects behavior
- **Analyze** the causes of prejudice and discrimination

Key words

- **benevolence**
- **culture**
- **discrimination**
- **diversity**
- **ethnicity**
- **impartial**
- **majority-minority**
- **nativism**
- **prejudice**
- **stereotyping**

Essential Question

How can you minimize prejudice in your relationships with others?



Learning Objectives (cont'd)

- **Determine** strategies to lessen prejudice
- **Define** key words: benevolence, culture, discrimination, diversity, ethnicity, impartial, majority-minority, nativism, prejudice, stereotyping

Introduction

One of the most basic human rights is that people must be treated equally, regardless of their gender, race, **ethnicity**, nationality, religion, or beliefs. In spite of this, **prejudice**, stereotypes, and **discrimination** persist in our society. As a Cadet leader who will be working with a diverse group of people, you need to recognize prejudice and **stereotyping** when you see it. These negative attitudes can affect your team's performance and cohesion. In this lesson, you'll learn about the reasons behind these negative attitudes. You'll also see how effective leadership works to change these attitudes and value the contributions of all individuals. This will improve your contributions to a team and enhance your leadership skills.

Overcoming Prejudice

Prejudice is a bias for or against a thing or a group of people. When we talk about people being prejudiced, we are usually talking about bias and unfair treatment of a whole group of people.

Consider prejudice in our nation's history. The United States originated as a nation of immigrants, and in many ways it continues to be. This **diversity** is one of our nation's strengths. However, for most of our nation's history, Caucasians (and Caucasian immigrants) have made up the majority of the population. But even within the Caucasian race, prejudice has occurred. For example, white immigrants from Ireland faced harsh prejudice in the 1800's. They often got the worst jobs at the

Key words

ethnicity:
Having to do with large groups who share the same customs, language, religion, origin, and so on

prejudice:
Bias for or against a thing or a group of people

discrimination:
The unfair treatment of a category of people, usually based on race, age, or gender

stereotyping:
Categorizing a group of people

diversity:
Having a variety of groups or types

Key words

culture:
Learned behavior or traditions that are transmitted from generation to generation

nativism:
The idea that the interest of native inhabitants is more important than those of immigrants

majority-minority:
A population where all of the combined minority groups make up a larger percent than the largest minority

lowest pay. Over time, that changed. Subsequent waves of white immigrants from Europe also faced prejudice based on their ethnicity—their common **culture** based on religion, language, and so on. Each large wave of immigration has been met by **nativism**—the idea that the interest of native inhabitants is more important than those of immigrants.

In addition to prejudice based on ethnicity, there is also prejudice based on race. For example, the armed forces were racially segregated until after World War II. African Americans fought bravely in many wars, but they were not in the same units as Caucasian soldiers.

On July 26, 1948, President Harry S. Truman signed Executive Order 9981. This order called for the integration of the armed forces and an end to discrimination against soldiers because of race, color, or creed. Although the Army completed its desegregation in the 1950s, the assignment of Whites and members of minority groups to the same units did not ensure total equality, racial harmony, or a fully integrated Army.



Figure 4.1.1

The Army, similar to society at large, began to address the questions and challenges of the race issue seriously in the 1960s. Today, every Army element is expected to have an active race relations and equal opportunity program. Laws and regulations provide guidelines to ensure the execution of these programs.



Figure 4.1.2

Women in the military also face prejudice and harassment. Women were allowed to enlist for certain positions at the end of World War I, but were barred from combat. It wasn't until the Persian Gulf War in 1991 that women were deployed to combat zones. The U.S. armed forces are still struggling to enforce fair and equal treatment of female soldiers.

The United States is becoming a more diverse nation. According to the U.S. Census, our nation will become a **majority-minority** by 2043. This means that the population is composed of less than

50% non-Hispanic whites. In other words, Caucasians will still make up the largest racial group, but they will not be a majority of the population. They will be the largest minority, but all the other minorities combined will be a majority.

Will this change in our population increase or lessen prejudice in our society? Hopefully, it will lessen prejudice as we learn to accept people from all walks of life, different geographical areas, and numerous racial and ethnic backgrounds. In fact, Generation Z—people born between 2000 and 2020 – will be the most diverse generation in our nation's history.

As a leader, your challenge is directing members of diverse groups in a way that will cause them to work together as a team. It is not an easy task, but it is one that can be accomplished through education and informed, fair, and **impartial** leadership.

Key words

impartial:
Treating everyone equally

Benevolence:
Characterized by being kind or doing good

Values and Attitudes

Values and attitudes are important to the daily functioning of our lives. They help form the basis of how you see yourself and those around you as individuals, and how you interpret the world in general. As a leader, you will often be involved with individuals who have different values and attitudes from your own. Perhaps you have already experienced many of these differences. Some may be due to religious or cultural backgrounds, while others may have stemmed from racial or ethnic differences.

In your role as a leader, you will also be a mentor and helper. To communicate well with others, it is necessary for you to understand the dynamics involved with value and attitude differences. Those differences in values and attitudes can come between people.

VALUES

You already know about the seven Army values: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. One of the reasons the Army clearly states its values is that values impact the daily interaction between individuals. That's why a clear understanding of one's own value system helps in understanding others' values.

There are many different values you hold, in addition to the Army values. In fact, the topic of values is a complicated one, and one that has been researched by many experts. Some important questions about values are: "How do values affect behavior?" and "What values are present across all cultures?" For example, research by Shalom Schwartz and Anat Bardi found that the values of **benevolence**, self-direction, and universalism were consistently most important across more than 50 nations. Values such as power, conformity, tradition, and security were less important. Note that Schwartz and Bardi defined values very broadly. For example, *Figure 4.1.3* summarizes the values they included in benevolence, self-direction, and universalism.

Still, individuals vary—some will value power over benevolence. Values are important when we look at prejudice. In research done by N.T. Feather and Ian McKee, people who placed high importance on values

such as power and security were most likely to be racially prejudiced than people who placed high importance on the values of benevolence and universalism. Studying values can help you think more deeply about what you believe and about prejudice.

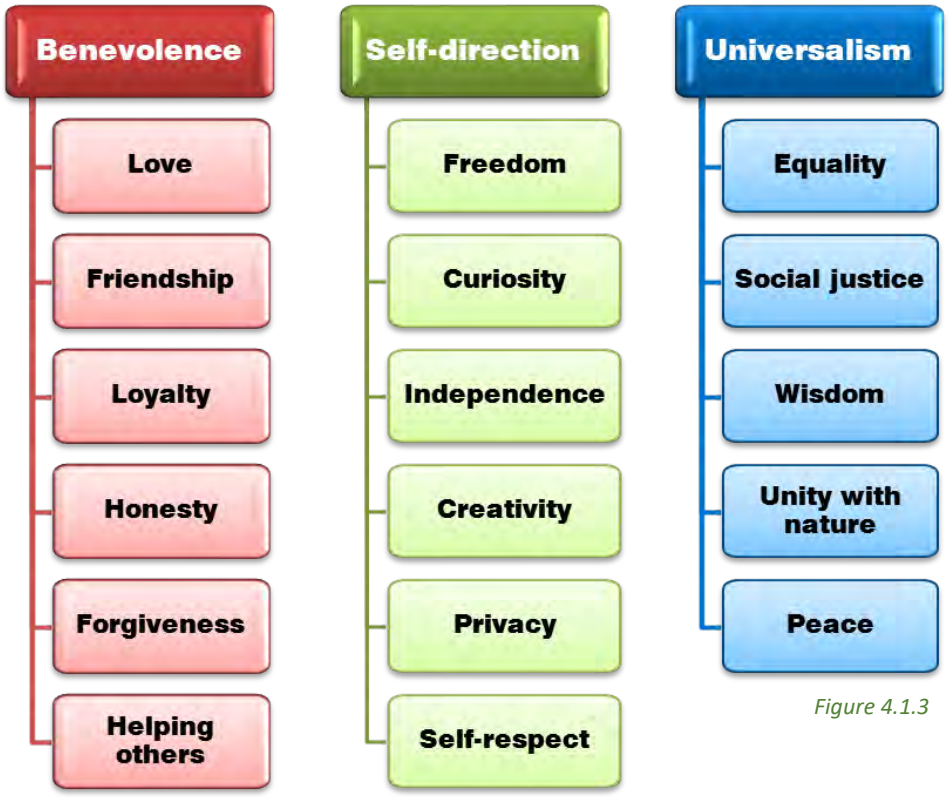


Figure 4.1.3

ATTITUDES AND BEHAVIOR

Values affect your attitudes and behavior. As you can see in *Figure 4.1.4*, there is a continuous chain relationship between attitudes and behavior.

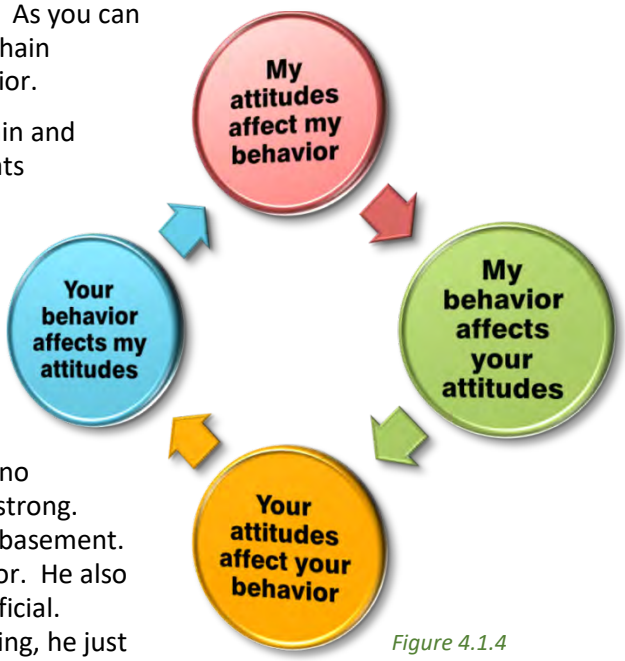


Figure 4.1.4

Consider this example. Tammy is super thin and fit, just like everyone in her family. She eats whatever she likes and exercises daily. She has an attitude that anyone who is fat must be lazy. She is coaching her team to improve their performance on the Cadet Challenge. She pays extra attention to Ron, a team member who is overweight. She makes him do extra line drills and tells him to exercise on the weekend. She has no idea that while Ron is not fast, he's really strong. In fact, he and his dad lift weights in their basement. Ron resents Tammy's attitude and behavior. He also thinks "skinny girls" are snobby and superficial. Every time Tammy tells Ron to do something, he just rolls his eyes and mentally adds to his list of "reasons to dislike skinny-girls. It's probably just a matter of time before he loses his cool and starts yelling at her.

From this example, you can see how the attitudes, judgements, and behavior of two people can affect a relationship in a negative way. In this case, the burden falls on Tammy, because she is in the leadership role. If you were in Tammy's shoes, what would you do differently?

Attitudes can have positive or negative implications. While the attitudes we hold can help us in life, they can also hamper us when we place unfair judgements on others. Furthermore, you may not always be aware of the extensive influences your attitudes have on other people, jobs, and situations, or how they can affect a person's learning, personality, prejudices, and productivity.

Self-Concept and Stereotyping

As a leader, you deal constantly with people. It makes your job simpler if you really know who you are and how you relate to others. You also need to know how others perceive you.

Self-concept is how you view yourself. It's a picture as seen through your own thoughts, development, perceptions, and feelings. Self-concept is also the single most important factor affecting communication between people. Although situations may change from moment-to-moment or place-to-place, people's beliefs about themselves affect their communication and behavior. People hold thousands of concepts/perceptions of themselves, including who they are, what they stand for, where they live, what they do and do not do, what they value, and what they believe.

Unfortunately, you cannot buy self-concept from a store. Your self-concept is determined by your personal, psychological, emotional, and physical needs. Your self-concept is also affected by your culture, the way others treat you, and your life experiences.

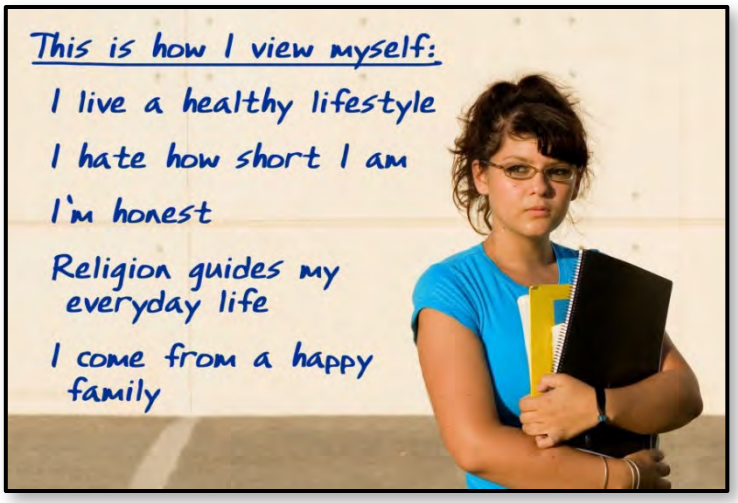


Figure 4.1.5

Consider this, as soon as you were born, our culture categorized you. Some of these categories can change over time, but others will not.

- *Gender* — Male or female
- *Race or ethnicity* — Caucasian, Black, Hispanic, Asian
- *Religious belief* — Christian, Jewish, Muslim, Atheist
- *Economic status* — Poor, lower class, middle class, rich
- *Legal status* — Citizen or non-citizen
- *Physical traits* — Short, tall, large, small
- *Parentage* — Married, single, divorced

How these categories affect prejudice depends on the culture. A culture is the total of the learned behaviors and traditions that are transmitted from generation to generation. These learned behaviors typically include language, religion, and food preferences, as well as ideas about people and behaviors.

In our culture, some of these categories are thought to be more desirable. For example, some people in our culture think it is best to be a white Christian male who is rich. But in other cultures, this is not the case. In some cultures, it's best to be Muslim, male, married, and tall. Clearly, the importance of these categories shifts from culture to culture. Nonetheless, how you feel about these classifications has a direct effect on your self-concept and your relationships with others. It also can affect your attitudes about others and your behavior towards them.

STEREOTYPING AND CATEGORIZING

Stereotyping is related to just about all of the factors discussed previously. A stereotype, whether favorable or unfavorable, is a way of categorizing people.

People naturally seek to understand or make sense of their environment. Because you cannot possibly analyze or respond to all of the information that you receive, you may tend to narrow your focus on subsets of that information. You will usually select the subset that you believe to be most important. People then categorize (stereotype) this information to serve a useful function, depending on their group affiliation (religious, racial, ethnic, gender, and so on). For example, if you are an athlete, you might stereotype all non-athletes as weak and nerdy. Once you do that, you may start thinking you have nothing in common with them. If you have nothing in common, why even talk to them?

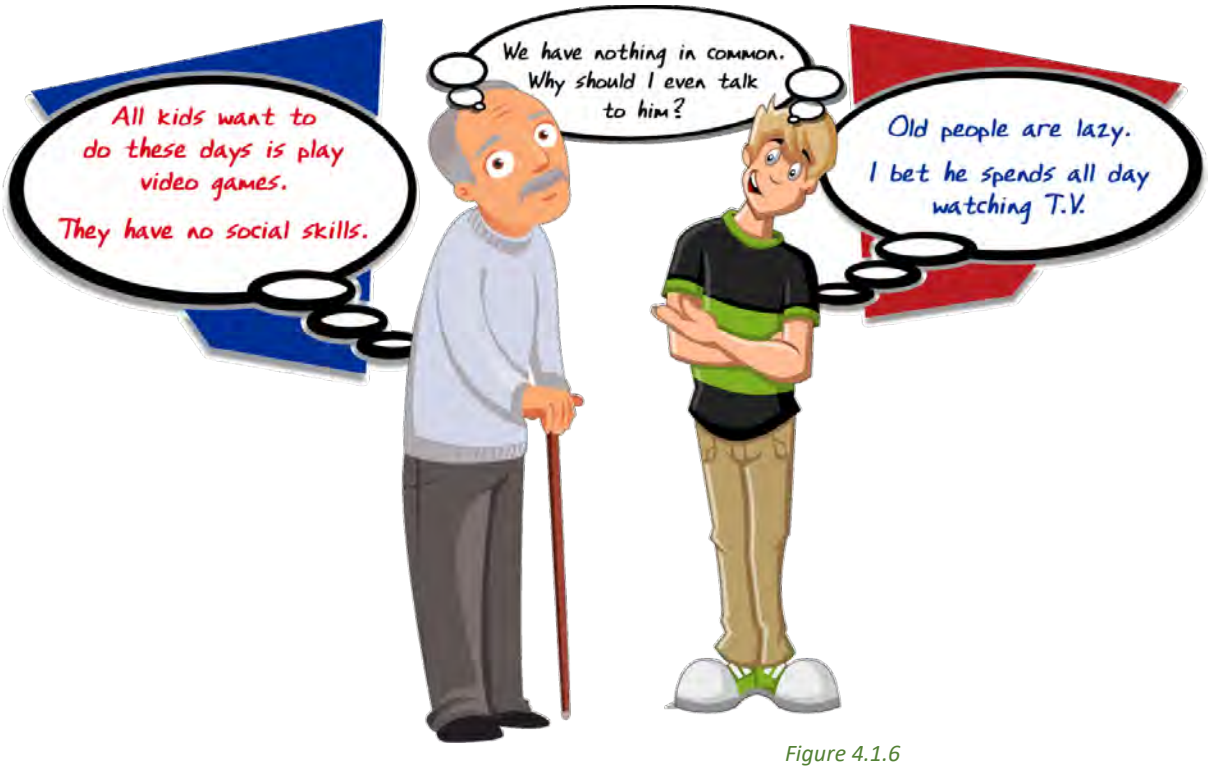


Figure 4.1.6

The problem with stereotyping is that your ideas about a group cannot possibly apply fairly to all members of the group. Individuals are too unique. Not all old people are frail, not all rich people are snobs, and not all young people are rude, and so on.

Stereotypes are prevalent. Think about how many times you have:

- Heard and/or told ethnic, racist, or sexist jokes based on stereotypes
- Seen ads, movies, or television shows where people who are part of a certain category always play a certain role

The way popular culture portrays groups of people carries powerful messages and often supports stereotypes. This can influence our thinking and behavior.

Categorization simplifies your environment. It allows you to generate expectations about, and guides your behavior toward, a person or an object based on those expectations.

- When you categorize a person as a member of a group, you may assume that they have a variety of characteristics that you believe members of that category have. You then look at persons as a group based on a variety of factors (such as age, religion, gender, race,) and whether they are part of the in-group (most like you) or the out-group (most different from you). The people that you tend to categorize (stereotype) most are the out-group.
- Stereotypes are fixed, rigid ideas associated with a category. They are not identical with the category, but are overgeneralizations or oversimplifications about a category. Because stereotypes can be either favorable or unfavorable, they can lead to love-prejudice or hate-prejudice relationships.
- Stereotypes allow you to justify, or rationalize, behavior to categorically accept or reject a group, and to selectively maintain your perception and thinking about a group.

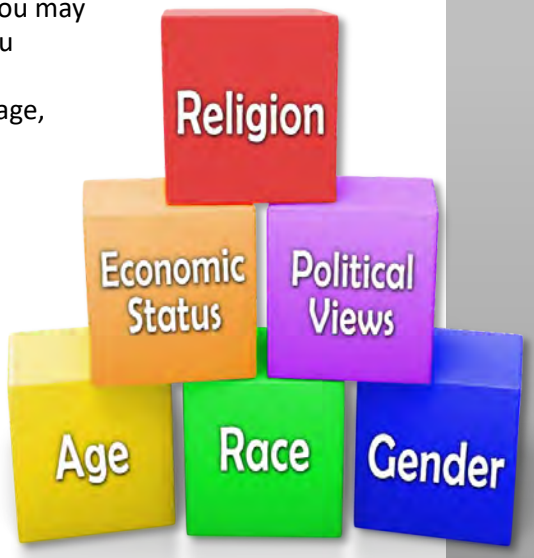


Figure 4.1.7

Some stereotypes seem true. You can probably find many examples that fit the stereotype. But just because many football players are poor musicians, it doesn't mean all football players are.

Prejudice

You might ask yourself, "Am I prejudiced?" It has often been said that everyone is prejudiced to a certain degree. Everyone operates on pre-judgments and makes discriminating distinctions every day. For example, if you had good luck with one type of car, you can be expected to be prejudiced in favor of that model. If you were treated badly by a member of a particular group, you might have prejudicial feelings against that whole group of people.

These examples illustrate the frequency in everyday life that people make decisions based on their prejudices. As a leader, you need to be aware that prejudice can have adverse impacts on leadership and unit cohesion.

Cultural values and beliefs can be sources of bias or prejudice that distort how we make sense of reality. If you agree with the idea that norms, values, beliefs, and attitudes do exist within each of us, it seems clear that all humans are capable of being prejudiced. Racial prejudice, for example, is common. Race has a tremendous impact on perceptions in the United States because many Americans respond to race by making assumptions and treating people based on skin color.

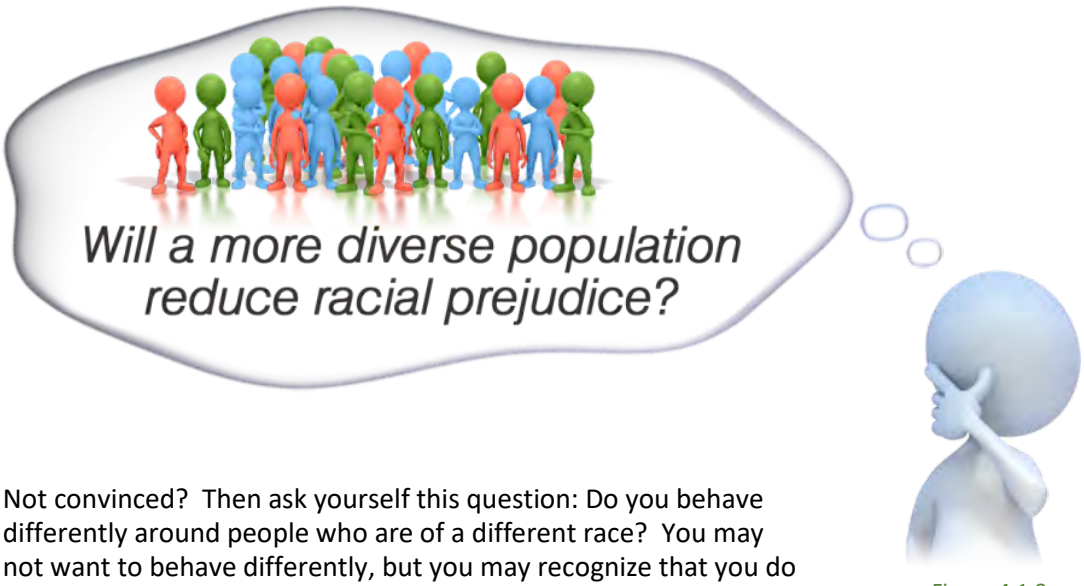


Figure 4.1.8

Not convinced? Then ask yourself this question: Do you behave differently around people who are of a different race? You may not want to behave differently, but you may recognize that you do from time to time. It largely depends on the environment you are in and if you are part of the dominant group. If you are in control, or think you are, your behavior is pretty constant. If you are not part of the dominant group, you may be more careful and guarded in what you say and how you act around the dominant group.

Explanations for prejudice include:

- A dominant group avoids the feelings of sympathy for "dominated people" through over-exaggerations of negative qualities. A dominant group is the one in control of the major positions in a society, and sets the standards for that society.
- The belief that one's own family and society are unique and correct. You might feel that your group is the natural one and judge others based on this standard.
- Prejudice is a natural outgrowth of the "us versus them" contrast. When you start to divide people into your people versus other people, prejudice can be expected. In extreme cases, people form gangs based on a racial or ethnic identity. In many cities, gang violence is an intractable problem.
- The transfer of internal personal problems to external objects. People who have a distorted need to feel superior to others use scapegoats in this way.
- A particularly negative experience with a member of a particular racial or ethnic group in the past might bring up memories that can cloud your judgment in the present. You may also tend to judge the whole society by your own experiences. If you have not been a victim of prejudice, you may not see it in others.
- The "earned reputation" approach means that members of society shift the justification for prejudice to a target group—"if only they would mend their ways, prejudice would go away."

Unfortunately, people with negative attitudes generally tend to express themselves with action, and they act out their prejudices in various ways. The most common ways are:

- Openly talking about their prejudices with like-minded friends and expressing their dislikes freely
- Avoiding members of the disliked group, even at the cost of considerable inconvenience

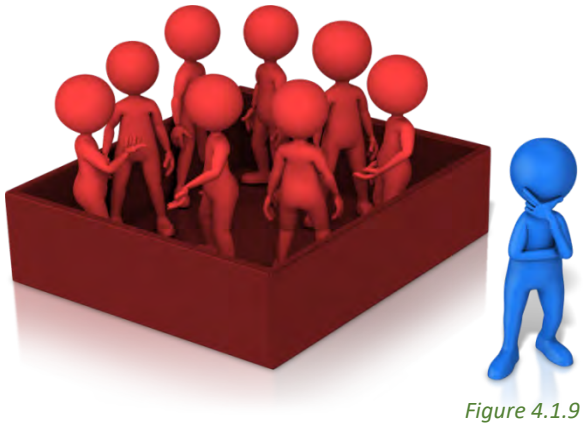


Figure 4.1.9

- Actively making detrimental distinctions about a group, to the extent of excluding all members of that group from certain types of employment, educational opportunities, politics, and so on
- Committing acts of violence, especially when under conditions of heightened emotions

Prejudice and stereotypes are not just about a few people being treated unfairly. Prejudice lays a foundation for systemic unfair treatment of individuals and groups.

Discrimination

Discrimination is the unfair treatment of a category of people, usually based on race, age, or gender. Discrimination is carried out by members of culturally dominant groups and has a harmful impact on members of subordinate groups. The actions may be open or hidden, direct or indirect, intentional or unintentional. The actors in these events may be individuals, groups, or organizations.

It is crucial to understand the direct link between discrimination and power. Without power, discrimination is passive and ineffective. With power, discrimination maintains the dominance of one group over another. The groups in power are those that can effectively discriminate. They can pass laws, make rules, and decide who belongs in and who remains on the outside.



Figure 4.1.10

Consider the historical power imbalance between Whites and African-Americans. African-Americans didn't have the vote; they were not allowed to eat in the same diners or stay at the same hotels. Clearly, the Whites were prejudiced. African-Americans may also have been prejudiced against Whites, but they had no power to discriminate against them. This is why who has power in the dominant culture matters so much.

There are many things that cause discrimination, including:

- *Group Size* – Dominant groups often fear subordinate groups because of their size. For example, a racial group that continues to increase in size might cause a dominant group to discriminate against them and try to increase "control" over them.

Things that cause discrimination *(cont'd):*

- *Social/Economic Distance* – Dominant groups maintain distance between subordinate groups by limiting access and intimacy. For example, in order to join a golf club, members must earn at least $250,000 per year.
- *Competition* – A dominant group will limit competition with a subordinate group. This can include eliminating a subordinate group from competing in an athletic competition or gaining access to critical economic resources. It may also mean favoritism in hiring or promoting in the workplace.
- *Status Consciousness* – Minority groups occupy a generally low status in American society. For example, status-conscious Whites avoid lower-status people due to their prejudicial perceptions.

Creating Change to Eliminate Prejudices

Now that you have some awareness about factors and causes of prejudice, what can you do about it? How can you remove or change some of your negative attitudes, behaviors, perceptions, or stereotypes? This section offers some strategies for change, but they will require some work and risk on your part.

LEADERS CAN CREATE CHANGE

As a leader, you need to be aware of discrimination and prejudices before they impact others. By taking these strategies to heart—and working to change—you can effectively develop unit cohesion, trust, and respect. If you don't work to change your own prejudices, you will not achieve success with those you lead.



Figure 4.1.11

Consider the tension in many teams. How much tension is based on racial or gender issues? Tension within an organization is often the result of poor leadership. The major reasons for prejudice-based tensions include:

- Insensitive leadership. Leaders must realize the effect their actions and comments have on subordinates' attitudes, behaviors, and perceptions
- Unfair administration of rewards and punishment, promotions, and duties
- Limited recognition and awareness of racial or ethnic minorities
- Ignorance about gender issues and gender stereotypes

So far, you have investigated factors that impact perceptions and attitudes, and their relation to prejudge. As a result, you now know that when you judge a person's worth based on a perception or an attitude, your effectiveness as a leader diminishes. Your communication will falter and trust will not be nourished to its fullest potential within an organization.

STRATEGIES TO CHANGE PREJUDICES

- Overcome prejudices by learning the facts and applying sound reasoning processes.
- Always seek to understand the other person's feelings, ideas, and values.

- Be prepared to detect and evaluate warning signs of possible unrest that may stem from racial or gender issues in units and take immediate action to eliminate the causes.
- Know all you can about your subordinates—their values, attitudes, how they came to be the way they are, and what they want to be. This means knowing more about subordinates than just their names. Do not base this knowledge on unfounded opinions about the race, or gender of a subordinate, but on the facts about each individual.
- Promote mutual understanding through effective communication. Realize that there will always be difficulties in the communication process and deal with the filters, barriers, and breakdowns as they occur. Although the difficulties may be complicated, when people lose trust in their leaders, the situation is out of control. Make communication effective by fostering an understanding that reduces racial tensions.
- Give fair and impartial treatment to all.

LESSENING PREJUDICE AND STEREOTYPING

If members of society could accomplish the following conditions, the causes and effects of prejudice would be lessened:

- Make contacts with people on an equal status and under a spirit of cooperation.
- Share goals.
- Look for what you have in common with others, not how you are different.
- Have people work on common problems.
- Create appropriate educational activities.
- Accept differences. Disagreement is okay, but rather than using statements such as "you are wrong," or "that's your opinion," do not deny others their experiences.
- Be willing to explore others' experiences as you explore your own thoughts, feelings, and experiences that brought you to your conclusion.
- Listen actively. Listen for understanding instead of agreement. Paraphrase back to the speaker the message you received. Listen with the same intensity to everyone.
- Provide feedback. Be behavior specific. Let others know what impact they have on you. Learn to separate intent and effect. Avoid using labels.
- Share behaviors/feelings. Honestly share with the group where you stand on subjects, and be willing to explore how you got there.
- Encourage feedback. Do not defend or rationalize your behavior; accept what others have to say. This is where active listening is imperative. Remember, agreement is not necessary.



Figure 4.1.12

Lessening prejudice and stereotyping *(cont'd)*:

- Use inclusionary language. Use terms such as "we" and "us;" do not use "they," "he," or "she." Plus, avoid using "isms."
- Avoid stereotypes. Learn to distinguish between characteristics based on factual evidence and characteristics based on overgeneralizations.

Recognize that thinking in terms of categories is a normal human function, and be aware when you are doing it. Recognize also that people consciously and unconsciously hold stereotypes as a result of their social conditioning. Because people distinguish by recognizing their existence and gathering factual information about different individuals, learn to look at people as individuals—not groups. Interacting with people who are different than you can help you see people as they really are.

Creating Change on a Personal Level

DIALOGUE

There are three ways you can work against prejudice when you encounter it. The most readily available tactic for change is dialogue. This tactic is particularly effective to change people who are on the fence, who need support for new thought, or who are seriously trying to make sense out of their deepest commitments. It is less effective for those whose minds are strongly made up in an opposite direction. Dialogue includes various methods for effectively presenting information, including conversation, debates, and panel discussions.

CONFRONTATION

Another stronger tactic is confrontation. This involves using the skills of effective feedback and active listening in a non-threatening way. For example, consider the following response to a statement you made to a group of people.

"When you made that statement, it seemed racist to me. It made me feel uncomfortable. Were you really trying to say something about racial superiority or inferiority?" In this example, without accusing the person who made the statement, you asked about the underlying intention.

At this point in most cases the person making the racist or sexist statement will back down and deny any negative intent. If the person responds by confirming that some races are superior, you have an opening to continue the dialog and challenge the prejudice.

In either case, confrontation involves no longer being silent. The silent majority of Americans—those who have never committed themselves either to overt racism or to active involvement in the cause of civil rights—will now have to stand up and be counted.



Figure 4.1.13

EDUCATION

The final tactic is education, from which comes understanding. Educate other people. Do not close your ears when you hear bigoted remarks. Racism and sexism become more respectable when they are left unchallenged. Most people are simply ignorant of the facts. If you challenge someone about a sexist joke, you will be forcing everyone who heard the joke to think more deeply about gender stereotypes.

The education necessary to change existing perceptions will never work if it consists mainly of the same people lecturing to others. It must involve active participation by all types of people at all levels. Advice from well-informed members of other groups also helps.

Everyone must work to perform, or at least process information, on three levels:

1. Understand yourself and how you see the situation around you.
2. Understand others because they will not be like you in many cases.
3. Understand your environment, where it is coming from, and the direction it is headed.

Conclusion

Unless you are fully aware of prejudice in our culture, you may behave or communicate in a prejudiced way. This awareness is important both for you as a leader in JROTC, but also as a leader in our society. Our society has a choice. It can die clinging to its bigotry, or it can breathe freely in an atmosphere free of racism, prejudice, and discrimination.

Lesson Check-up



- **How can your self-concept influence the way you see others?**
- **How can you use one or more Army values to lessen prejudice when you encounter it?**
- **What would cause you to behave differently around individuals of another color, culture, or religion?**
- **Distinguish between stereotype, prejudice, and discrimination.**

Negotiating



Key words

- **accommodate**
- **compromise**
- **deadlock**
- **legitimacy**
- **negotiation**

What You Will Learn to Do

Use negotiation strategies to make agreements

Linked Core Abilities

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

Learning Objectives

- **Explain** the relationship between conflict and negotiation
- **Identify** common reasons negotiations fail
- **Describe** the components of negotiations

Essential Question

How can you negotiate agreements?



Learning Objectives (cont'd)

- **Explain** the benefits and disadvantages of the five different approaches to negotiating
- **Explain** how principled negotiations increase the outcome for win-win agreements
- **Define** key words: accommodate, compromise, deadlock, legitimacy, negotiation

Introduction

Whether you realize it or not, you probably negotiate every day. Think about how you may have negotiated with your parents on how late you can stay out; with your teachers to take a make-up test; with your boss for a raise; or with your friends when deciding on which movie to go to. Earlier in your JROTC classes, communication and conflict resolution were discussed. Both are important elements of the **negotiation** process. In this lesson, you'll discover the basic components of negotiating. You'll also learn about different approaches to negotiating and when to use them.

Key words

negotiation:
A discussion where the goal is for all parties to reach an agreement they will honor

Negotiation and Conflict

When two people begin to discuss their differences, they often stake out their positions—what they want and why they are right. What happens next depends on the people involved and the balance of power between the people. In some cases, discussion about differences will lead to conflict. Tempers flare, and soon people are arguing and not listening to each other. In other cases, people listen to each other, try to be fair, and manage to come to an agreement. Sometimes, the conflict is minor—perhaps different members of your family each want something different for breakfast.



Figure 4.2.1



Figure 4.2.2

A negotiation is not an argument. Negotiation is a somewhat formal discussion where the goal is for all involved to reach an agreement they will honor. Negotiation can happen *before* a conflict—for example, when you make a bargain with your parents about staying out late one night in exchange for getting a high grade on a test. Negotiation can also happen *after* intense conflicts. When people acknowledge the destructiveness of a conflict, they are usually ready to negotiate. In fact, the reason to negotiate is to improve your situation. If people believe they can get better results by negotiation, they'll do it. If they believe that an alternative to negotiation will give them better results, they'll skip negotiation. This evaluation is called the best alternative to a negotiated agreement.

Negotiations can also end in arguments. In some cases, people will try to **compromise** or bargain, until both sides walk away unsatisfied with the negotiation. At other times, people in the negotiation are not skilled communicators. They may yell and try to intimidate to get their way. Even if they get an agreement, there will be little trust and commitment for the outcome. Common reasons negotiations fail include:

- *Power imbalance* – One side has much more power and has little reason to compromise. Think about negotiating for less homework from your instructor. What reason would your instructor have to negotiate? In this situation, your instructor has all the power and apparently nothing to gain by negotiating.
- *Lack of trust* – People in negotiations do not have a reputation for being trustworthy or standing by their commitments. All sides in a negotiation need to feel that the process is fair.
- *Lack of knowledge* – One or more of the negotiators doesn't have all the facts. They may not consider all the available options and give up on negotiations.
- *Emotional involvement* – Negotiators need to keep cool heads and focus on the issues and interests. Emotions are not helpful in negotiations.
- *Conflict orientation* – When the people negotiating focus on their conflicts, they may adopt a mindset about winning and losing. This kind of mental score keeping can often result in a **deadlock**, where neither side has any room to move in the negotiation.

Key words

compromise:
To settle differences by bargaining gains and losses

deadlock:
A standstill or stalemate



Figure 4.2.3

Components of Negotiations

Every negotiation has a mix of interconnected components. Depending on the people and the situation, some will be more important than others.

- *Communication* – Effective communication skills play an important role in negotiations. Skilled communicators can determine the outcome of a negotiation in the same way that poor communicators can ruin it. Ideally, the sides negotiating know how to listen to each other, express themselves, and ask questions to clarify misunderstandings.
- *Relationship* – Relationships can set the stage for a negotiation. Your history with the people involved can affect your level of trust with them. If you are negotiating with a stranger, you might not have any trust! Sometimes, the relationship with the person on the other side of the negotiation will be very important to you. You might negotiate more earnestly because you want to protect the good relationship.



Figure 4.2.4

- *Interests* – Interests define the needs and goals each side has in solving the problem. Each side should understand their own interests, as well as the interests of the other side. Sometimes the sides have common interests.
- *Options* – Negotiating is about developing options for a resolution. Ideally, the options meet the interests of both sides.
- *Alternatives* – If the sides cannot agree on options to satisfy their interests, they need to identify the best and worst alternatives that are open to them.
- *Legitimacy* – In negotiations, **legitimacy** is about using fairness, standards, and the ability to implement the agreement. Can each side prove that their proposals are fair and workable? Would someone not involved see the agreement as fair? If so, then the negotiation has legitimacy. Conversely, if you are negotiating with your parents to get a full-time job and drop out of school, they could argue that dropping out of school is not a legitimate option because your state laws require you to attend school until you are 18.
- *Commitment* – For a negotiated agreement to work, both sides have to commit to it. Both sides must be able to confirm that they can live with the agreement and will not break any part of it.

As you'll see, the importance placed on these components can also affect the outcome of the negotiations.

Key words

legitimacy:
In accordance with fairness, rules, or standards

Winning and Losing Negotiations



Figure 4.2.5

There are many different approaches to negotiating. Many of these are based on game theory—the same kind of thinking that goes into making video games and game applications where someone wins and someone loses. For example, you may have heard of "win-win negotiations," where both parties collaborate to get what they want. Let's look at these different styles of negotiation.

COMPETING

In this type of negotiation, people are competing vigorously to get what they want, even if it means others will suffer. This is the "I win, you lose" approach. Sometimes people use this strategy to get results quickly. Competing may also be appropriate when there is little or no concern for the relationship. For example, if you are selling your bike to a stranger you'll never see again, you might compete hard to get the best price. However, if you were selling your bike to someone you'll see every day at school; you'll care about having a good relationship with the person and having a good reputation for being fair and reasonable. Competing in a negotiation is also high-risk. It's very easy for people in this approach to walk away.



Figure 4.2.6

Key words

accommodate:
To go along with or make arrangements for the wishes of others

ACCOMMODATING

Accommodating is the opposite of the competing approach. When you **accommodate**, you try to go along with the wishes of others. When a negotiator accommodates, they make the relationship the most important thing. The result of the negotiation takes a back seat. This is the "I lose, you win" approach. Sometimes people use this approach because they want to repair a relationship. The relationship might be more important than what they are giving up or losing in the negotiation.



Figure 4.2.7

AVOIDING

Avoiding is often used by people who are very uncomfortable with conflict. Rather than talk directly about the issues and possible solutions, avoiders focus on who will give up what. They are willing to take losses on both sides to come to an agreement no one will be happy with. This is the "I lose, you lose" approach. Sometimes this happens when negotiators can see no acceptable solution to a problem except both sides making sacrifices.



Figure 4.2.8

COMPROMISING

Compromising is like bargaining. Both sides are willing to win some and lose some—"I win/lose, you win/lose." One of the tricky things about any compromise is that if one side takes an extreme position, they are more likely to get what they want without losing very much. This is why a sense of fairness and trust is so important in negotiations.

Consider bargaining about the price of the bike you want to sell. You would sell it for $90, but you tell the buyer you paid $170 for it and you are selling it for $130. If the buyer says he'll pay $80, you can haggle and say you are willing to compromise and drop your price to $120. If the buyer really wants the bike, he'll move up in price to $90. Now you can offer to split the difference between $120 and $90, which the buyer might feel is reasonable, since you are matching his price drops. You can offer to meet the buyer more than half way and sell it for $100. This idea of splitting the difference is one of the dangers of compromising—people may give in before they need to!



Figure 4.2.9

COLLABORATING

Negotiators who collaborate are seeking an "I win, you win" solution. In this approach, neither side feels that they are making sacrifices and both sides feel they are getting what they want. This approach requires willingness on both sides to seek creative solutions and to avoid haggling about wins and losses. Collaboration often takes more time and energy to find innovative solutions.



Figure 4.2.10

Content Enhancement:

WHAT WOULD YOU DO?

You and two friends are planning for the weekend. There has been discussion about going to the movies, renting a movie and watching it at someone's home with popcorn and soda, going ice-skating, or attending the football team's practice game. You and your friends have been discussing these options all week. It is now Friday and time to decide what you will do.

You really want to go to the practice game because your younger brother is on the team and you want to support him. One of your friends wants to watch a movie at someone's home because he does not have enough money to go out to a movie or ice skate. The other friend really wants to see a just-released movie he's been waiting months to see. Although everyone likes to ice skate, none of your friends are pushing hard for that.

How would you negotiate this situation with your friends?



Figure 4.2.11

Principled Negotiation

Principled negotiation is an effective approach that was developed by Roger Fisher and William Ury. The idea of principled negotiation is to get an agreement that is fair and lasting for all parties, without harming relationships. In this way, it is possible to get an agreement that is a win-win without either side giving in.

If a win-win is not possible at the time of negotiations, you can agree to have a win-win or no deal. Simply set aside the negotiations, and return at another time when all parties can search for the third alternative.



Figure 4.2.12

Principle-centered negotiations have four basic points:

- *People* – Separate the people from the problem
- *Interests* – Focus on interests, not positions
- *Options* – Generate as many as you can
- *Criteria* – Results are based on an agreed upon set of objectives or standards

Let's examine each of these principles detail.

SEPARATING PEOPLE AND ISSUES

When you separate the people from the issues you are talking about, you are able to talk about issues without taking things personally. Being more objective also allows negotiators to have a clearer view of the problem. Because people have different perceptions and biases about things, they must try to put themselves in the other's place. Once they fully

understand the viewpoint of the other side, it will be easier to make proposals that the other side will like. In addition, it will be harder to blame the other side for the problem. Other "people problems"—bad attitudes, refusal to listen, and so on—are less likely to occur when the sides that are negotiating have a good relationship. Instead of thinking of each other as competitors, they think of the other side as a partner trying to solve the same problem.

FOCUS ON INTERESTS

In principled negotiations the sides focus on their interests, or what causes each to decide on a position. This is different from focusing on a position. Focusing on positions encourages a win-lose mindset. In addition, when people hold on tight to their positions, they often fail to see other options to the solution. It's like drawing a line in the sand that no one can cross.

Your interests stand for your needs and concerns. For example, suppose you want your parents to buy you a motorcycle so that you can get to and from work without asking for rides all the time. Your position might be that you must have a motorcycle. But your interest is having transportation to and from work. Your parent's interest is keeping you safe. When expressed this way, your parents might decide that a used car is safer than a motorcycle.



Figure 4.2.13

Content Highlight:

CAMP DAVID NEGOTIATIONS – FOCUS ON INTEREST

In 1978, President Carter negotiated a landmark peace agreement between Israel and Egypt. Both nations were bitterly opposed to each other. Egypt wanted sovereignty over the Sinai Peninsula, which Israel had occupied in a 1967 war. Israel insisted on keeping part of the Sinai.

Carter used "shuttle diplomacy" where U.S. negotiators went back and forth between the two sides. In fact, the leaders of Egypt and Israel only met face-to-face at the beginning and the end of the negotiation. This helped to avoid personal antagonism between the two sides.

The negotiations succeeded by getting both sides to focus on their interests, not their positions. In this case, Israel's interest was in security; they did not want Egyptian tanks crossing into their nation. Egypt's interest was sovereignty; the Sinai had been part of their nation for thousands of years.

By focusing on interests, these two bitterly opposed nations reached an agreement. Egypt got sovereignty over the Sinai, but large portions were off limits to the Egyptian military. This addressed Israel's concern about security.

GENERATE OPTIONS FOR MUTUAL GAIN

Many problems have more than two solutions. When you are negotiating a solution in a principled way, include a brainstorming session. In a way, this is about invention. Create mutual options where the sides can share gains or have gains in common.

Instead of just focusing on the solution part of the negotiation, shift between brainstorming different ways of stating the problem, analyzing the problem, and even partial solutions to the problem. Don't begin judging the options until there are many options for mutual gain to consider.



Figure 4.2.14



Figure 4.2.15

USE OBJECTIVE STANDARDS

Objective standards can bring together two directly opposed sides. Objective standards are something that others follow, such as a set of scientific facts, court decisions, professional standards, or best practices. It might even be an internal document within an organization, such as the Army Seven Values document. When the two sides agree on standards to follow for an agreement, the work can begin. Each side should search for objective criteria and no one should give in to threats or bribes.

Conclusion

There are many different approaches to negotiating. In this lesson, you've seen that the approach you take will depend on the situation and the relationships of the people involved. Improving your negotiating skills can help you in your personal relationships, in school, and in your eventual career.

Lesson Check-up

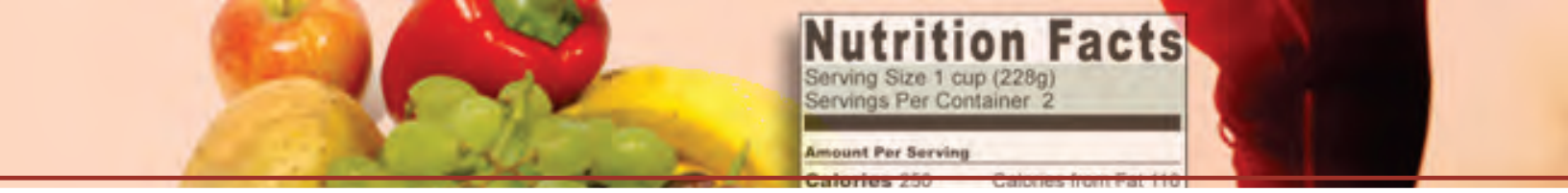


- **What are the four basic elements of principled negotiations?**
- **Explain how relationships affect negotiations.**
- **What are some common reasons negotiations fail?**
- **In what situation would you want to use a win-lose approach to negotiating?**

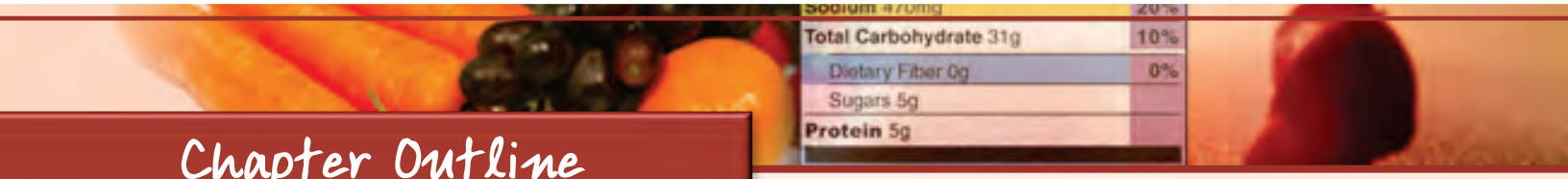
CHAPTER 5



Figure 5.0



HEALTH AND FITNESS



Chapter Outline

LESSON 1: The Effects of Substance Abuse (p.164)
How can substance abuse impact your health, your relationships, and your personal goals?

LESSON 2: Drugs (p.172)
How does being drug-free impact your physical, social, economic, and mental well-being?

LESSON 3: Alcohol and Tobacco (p.186)
How does alcohol and tobacco use affect a person's whole health?

LESSON 4: Decisions About Substance Abuse (p.202)
How can you be effective in responding to substance abuse situations?

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LESSON 1

The Effects of Substance Abuse



Key words

- addict
- dependency
- depressant
- inevitable
- drug abuse
- drug misuse
- progression
- stimulant

What You Will Learn to Do

Describe the effects of substance abuse

Linked Core Abilities

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

Learning Objectives

- **Recognize** the difference between drug use, misuse, and abuse
- **Explain** how substance abuse develops
- **Describe** the effects of substance abuse

Essential Question

How can substance abuse impact your health, your relationships, and your personal goals?

Learning Objectives (cont'd)

- **Identify** strategies for preventing substance abuse
- **Define** key words: addict, dependency, depressant, inevitable, drug abuse, drug misuse, progression, stimulant

Introduction

Experts say a majority of teens will try some type of habit-forming substance during their high school years. Some of those who try cigarettes, alcohol, or other drugs will go on to become regular users of the substance, or even **addict**s. In this lesson, you will learn about commonly abused substances and identify strategies for coping with pressure to abuse these substances.

Key words

addict:
A person who has a physical or psychological need for a habit-forming substance, such as alcohol, tobacco, or other drugs

Commonly Abused Substances

What's the difference between the terms "substance abuse" and "drug abuse"? Most people use these terms interchangeably. The substances and drugs we are talking about are things that can become habit-forming or addictive. That includes legal products such as alcohol, cigarettes, medications, as well as street drugs.

In 2014, the National Institute on Drug Abuse studied substance abuse in high school students. The most commonly abused substance among 12th graders was alcohol. Marijuana/hashish was a close second. Prescription medicines, such as Adderall®, tranquilizers, steroids, and pain medications are also abused by teens. Teens may also fall victim to street drugs such as ecstasy, crack, and methamphetamines. Over the counter drugs like cough syrup and cold medicine can also be misused and abused.



Figure 5.1.1

Tobacco products are also habit forming. Tobacco contains an addictive drug called nicotine. However, nicotine is not the worst thing about cigarettes. Long-term use of cigarettes and chewing tobacco can cause lung and mouth cancer.

While tobacco products are legal for adults, it is illegal to sell tobacco products to anyone under 18 in most states. It's illegal for anyone under 21 to possess alcohol. Possession of any street drug is illegal and can result in arrest and a criminal record. Some states have changed their laws to allow for legal adult use of marijuana, or medical use of marijuana.

Use, Misuse, and Abuse

Drug use is taking a legal drug as recommended or prescribed for medical reasons. **Drug misuse** is taking a legal drug for medical reasons, but not as recommended or prescribed. For example, people who double the recommended dosage of a pain reliever because they think it will make their headache go away more quickly are misusing a drug. **Drug abuse** is using a legal or illegal drug for a non-medical reason in a way that can injure your health or ability to function.

Used under proper conditions, drugs can relieve pain, cure illness, and save lives. When abused, however, drugs can ruin lives and cause death.

Broadly defined, a drug is any substance taken into the body that changes how the body functions, whether mentally or physically. This includes medications used for the prevention and treatment of disease, as well as any controlled substance to which a person can become addicted.

Even though many people don't think of alcohol or tobacco as drugs, both of these products contain addictive substances that act on your brain chemistry—just like street drugs. Alcohol is a **depressant**. It slows the functions of your brain and other parts of your nervous system. Tobacco contains nicotine, which is an addictive **stimulant**.

People also abuse prescription drugs. Just because a drug has a medical purpose does not mean it is not addictive. Many medications, when misused or abused, are habit forming.

Key words

drug misuse:
Taking a legal drug for medical reasons, but not as recommended or prescribed

drug abuse:
Using a legal or illegal drug for a non-medical reason in a way that can injure your health or ability to function

depressant:
A type of drug that slows activity of the nervous system, making you less alert and less attentive

stimulant:
A drug that increases levels of activity in some parts of the body

Why Do People Abuse Drugs?

Some people try drugs out of curiosity or as an act of rebellion. Others cannot resist the peer pressure to try drugs. After people have tried a drug, whether or not they continue to abuse it depends on their individual personalities and situations, and on the kind of drug abused.

Most drugs that people abuse produce feelings of pleasure and well-being. When people are unhappy, lonely, stressed, or are missing something in their lives, such as friends, love, or satisfying work, they may abuse drugs to avoid their problems or fill a void. But when the effects of the drug wear off, they realize the problems and voids are still there. So they turn back to the drug again.

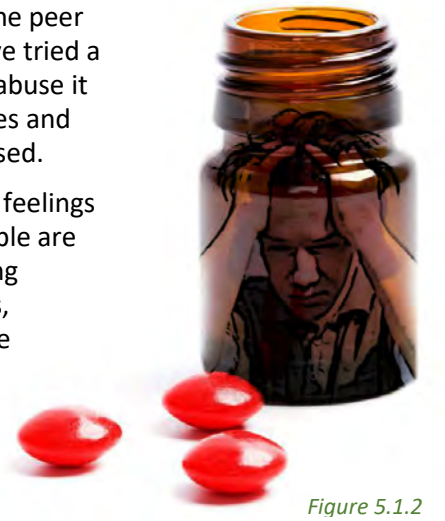

Figure 5.1.2

This cycle is what leads to addiction, a trap that can ruin a person emotionally, socially, economically, legally, and physically. Some drugs are far more addictive than others. Some people will become addicted to a substance after one or two uses. They try it experimentally and then start craving it. This is one reason it can be dangerous to experiment with drugs or alcohol.

Many people take drugs without knowing what effect they have on the mind and body. Knowing ahead of time what a drug can do is often enough to convince a person not to try it.

Key words

progression:
A series of stages or steps

dependency:
The state of needing something or being dependent on it

inevitable:
Certain to happen or unavoidable

How Substance Abuse Develops

Substance abuse follows a **progression** from light use to complete **dependency**. The typical progression of stages is:

1. Experimental use
2. Occasional use
3. Regular use
4. Multiple drug use
5. Total dependency

This progression of stages is not **inevitable**; it can be stopped at any stage, although stopping becomes more difficult in later stages. The best way to prevent a problem with addictive substances is not using them in the first place.

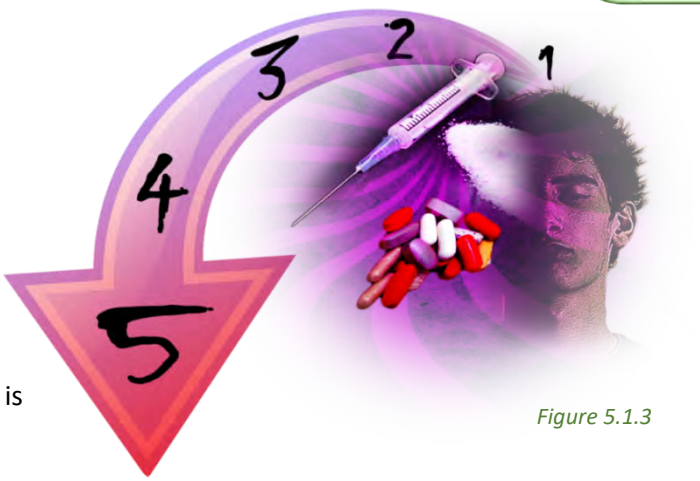

Figure 5.1.3

EXPERIMENTAL USE

Those who experiment with drugs may be more curious about its effects than its dangers. However, the dangers of certain drugs take only one or two bad experiments to result in serious health effects. Drugs have different effects on different individuals. You don't really know how your body will react to a certain drug or the dose of the drug. For some, trying a drug once can result in addictive cravings or serious injury. With street drugs, you don't really know what you are getting. There is no recommended safe dosage for your age and weight. If you take too much, you could overdose and end up in the hospital or dead. For example, cocaine is associated with sudden death because it has caused heart attacks in some first-time users.



Figure 5.1.4

OCCASIONAL USE

For occasional users, drugs become a way of having a good time with friends in social situations. Using drugs while alone is still relatively uncommon. Drug use may become the major social activity of the group, so it is very easy for occasional use to turn into a regular habit.

REGULAR USE

Occasional users can progress to become regular users. Regular users take substances to maintain the feelings they get from the drug. Though they may deny it, these users are psychologically dependent on drugs. Drug use has become a regular part of their lifestyle, and although they continue to carry out their daily activities at home, school, or work, they are usually barely making it.



Figure 5.1.5

MULTIPLE DRUG USE

People who regularly use one substance may be more comfortable trying other types of drugs. For example, after many young people give in to pressures to try marijuana, they may want to experiment with other drugs as well.



Figure 5.1.6

TOTAL DEPENDENCY

Dependent users rely on addictive substances physically and psychologically. They will go to great lengths to get them. Without the substance they are addicted to, they experience severe physical and mental distress. In many cases, as users grow more dependent on drugs, they crave new sensations and may try more than one drug at a time or different ways of taking a drug. Such habits multiply health risks. For example, people who start injecting drugs risk contracting diseases like AIDS and hepatitis through shared needles.

Effects of Substance Abuse

Dependency on alcohol or other drugs causes many harmful health effects. In later lessons, we'll look at the specific health effects of drugs, alcohol, and tobacco. For now, consider how addiction to one of these substances can affect your life.

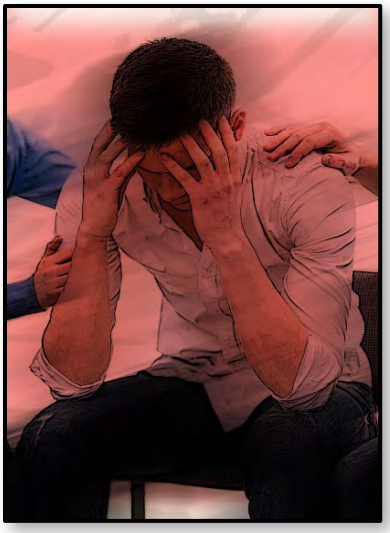

Figure 5.1.7

POOR HEALTH

People who are dependent on alcohol or other drugs face a long list of health problems. Long-term use of these substances can harm your brain and other organs. People who are dependent on alcohol, tobacco, and other drugs have shorter life spans.

Additionally, an addict's body develops a tolerance to the substance they are abusing. Addicts need more and more of the drug to have the same reaction.

For example, alcoholics can drink large amounts of liquor without appearing to be drunk. Similarly, addicts develop symptoms if they are not taking the substance: anxiety or jumpiness; shakiness or trembling; sweating, nausea, and vomiting; insomnia; depression; irritability; fatigue or loss of appetite; and headaches. This is why it is so difficult for addicts to stop drinking or drugging—they literally become sick when they stop taking the substance. And the more they take the substance, the more damage they cause to their brains and other organs.

LITTLE INTEREST IN OTHER ACTIVITIES

Someone who is dependent on alcohol or another drug will start to spend less time on things that used to matter—such as hanging out with family and friends, exercising, pursuing hobbies, or showing up for school and work on time.

LACK OF CONTROL

An addict has little control over how much or when he takes drugs. They continue to use the substance in spite of negative consequences such as arrest, accidents and injuries, loss of employment, expulsion from school, and so on.



Figure 5.1.8

RISKY BEHAVIOR

Addicts are more likely to take serious risks in order to obtain their drug of choice. They may drive while intoxicated or steal to get money for their habit. They may be more likely to engage in dangerous behaviors on a dare, or goaded into dangerous behaviors by their peers.

TROUBLED RELATIONSHIPS

People struggling with addiction often act out against those closest to them, particularly if someone is attempting to address their substance problems. Bad behavior often leads to complaints from co-workers, supervisors, teachers, or classmates.

SECRECY

People with substance abuse problems will often go out of their way to hide the amount of drugs or alcohol they are consuming. They may have unexplained injuries or accidents.

POOR APPEARANCE

Substance abuse is not pretty. Addicts often stop caring about their personal hygiene and grooming. They may skip bathing, brushing their teeth, wearing clean clothes, and so on.

Preventing Substance Abuse

We've seen that people turn to alcohol and other drugs for a variety of reasons. Some are just casual experimenters. Others are seeking a way to feel better. The problem with using alcohol or other drugs to feel better is that you can become an addict. People think they won't become addicted, but no one can fight the way drugs change brain chemistry and affect the body.

Feeling good about yourself is one of the best ways to prevent substance abuse. Believe in yourself and seek out people and activities that make you happy. Remember that substance abuse doesn't solve problems, it creates them. If you might be pressured by peers to use alcohol or other drugs, practice saying "no" before the situation arises. Then you'll know just how to say "no thanks" when the time comes.



Figure 5.1.9

Think through the consequences of abusing drugs. Where will drugs lead you in life? How long will your body remain healthy if you abuse drugs? How many of your plans can drugs ruin?

Control the stress in your life so you won't be tempted to use drugs to relax. Choose healthy ways to deal with stress. And don't hesitate to take breaks from stressful situations by distracting yourself with short, easy tasks, working with your hands, exercise, or a funny show.

Give yourself some quiet time each day. Focus on things that interest you, such as reading, a sport, or a hobby. Concentration is at the heart of stress reduction.

The best prevention is simply not to use drugs except as directed for medical reasons and not to drink alcohol until you are of legal age and then only moderately. Children of alcoholics should consider not drinking at all, even when reaching legal age, because their risk of alcoholism is much greater than that of children of nonalcoholics.

Remember, no matter how rough things may get, there are always alternatives to drug abuse, whether it is changing an uncomfortable situation, participating in a healthy activity you enjoy, or seeking counseling for problems you feel you cannot handle alone. Although it may seem that drug abuse is very prevalent in the United States, it does not mean that it is normal.



Figure 5.1.10

Conclusion

When drugs are properly used, they can cure illness and save lives. When abused, however, drugs and alcohol can destroy lives and cause death. It is important to understand that, although people often abuse drugs and alcohol to find happiness and fulfillment, these substances only create more problems and unhappiness.

To keep from falling into the trap of drug and alcohol abuse, stay smart, strong, and active. Understand the dangers of alcohol abuse, not only to the drinker, but also to family and friends. You can set an example of an informed, drug-free individual.

Lesson Check-up



- **Explain why alcohol and tobacco products are often grouped with illegal drugs when people talk about substance abuse.**
- **What are the five progressions leading to substance addiction?**
- **Describe the effects of substance abuse.**

Drugs



Key words

- **anabolic steroids**
- **compulsive**
- **detoxification**
- **hallucinogens**
- **hypothermia**
- **inhalants**
- **intravenous**
- **narcotics**
- **narcolepsy**
- **paranoia**

What You Will Learn to Do

Assess the impact of drug abuse on whole health

Linked Core Abilities

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

Learning Objectives

- **Examine** how psychoactive drugs affect your brain
- **Describe** the health dangers of commonly abused drugs
- **Explain** why drug addiction is associated with criminal activity
- **Describe** the hazards of performance-enhancing drugs
- **Identify** benefits of living drug-free

Essential Question

How does being drug-free impact your physical, social, economic, and mental well-being?

Learning Objectives (cont'd)

- **Define** key words: anabolic steroids, compulsive, detoxification, hallucinogens, hypothermia, inhalants, intravenous, narcotics, narcolepsy, paranoia, PEDs, psychoactive, sedatives, THC

Key words (cont'd)

- **PEDs**
- **psychoactive**
- **sedatives**
- **THC**

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Introduction

Habit-forming drugs can have a devastating effect on your health. These drugs affect your brain, as well as the rest of your body. In a previous lesson, you learned about some of the effects of substance abuse. In this lesson, you'll learn about the specific hazards of commonly abused drugs. You'll also look at ways to live drug-free.

How Drugs Affect the Brain

The brain is the command center of your body. It controls just about everything you do, even when you are sleeping. When drugs enter the brain, they can change how the brain performs its jobs. These changes are what lead to **compulsive** drug use and addiction.

Most addictive drugs are **psychoactive**. They contain chemicals that change the way the brain functions. Psychoactive drugs alter perception, mood, or consciousness.

Drug abuse affects three primary areas of the brain:

- The brain stem is in charge of all of the functions our body needs to stay alive—breathing, circulating blood, and digesting food.

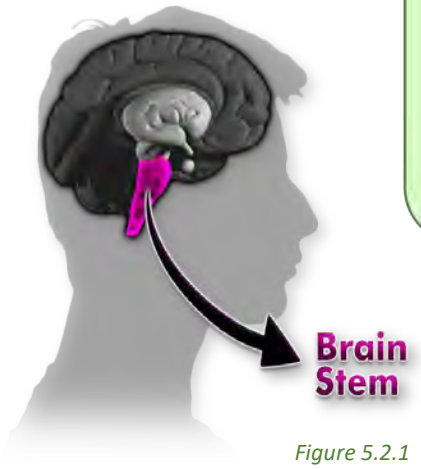

Figure 5.2.1

Key words

compulsive:
Relating to an irresistible urge, often against rational thoughts

psychoactive:
A substance that affects mental processes

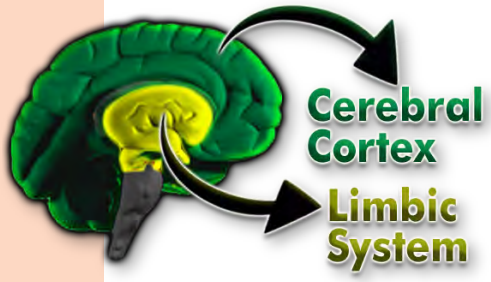

Figure 5.2.2

- The limbic system links together a bunch of brain structures that control our emotional responses, such as feeling pleasure when we eat chocolate. The good feelings motivate us to repeat the behavior. The limbic system also plays a role in motivation and long-term memory.
- The cerebral cortex is the mushroom-like outer part of the brain (the gray matter). In humans, it is so big that it makes up about three-fourths of the entire brain. The front part of the cortex, known as the frontal cortex or forebrain, is the thinking center. It powers our ability to think, plan, solve problems, and make decisions.

Most habit-forming drugs work by tapping into the brain's communication system and interfering with the way nerve cells normally send, receive, and process information. Some drugs can change the brain in ways that last long after the person has stopped taking drugs, maybe even permanently. This is more likely when a drug is taken repeatedly.

Some habit-forming drugs make you nauseous and sleepy. Many addicts have died from choking on their own vomit while passed out. But perhaps the worst effect of psychoactive drugs is that they change the brain's reward center, making it very difficult to stop taking the drug.

Three broad drug categories are frequently abused–**narcotics**, stimulants, and depressants. All three affect the body differently and can ultimately lead to addiction and death.

Key words

narcotics:
A group of drugs used to treat pain

Narcotics

Narcotics are specific drugs prescribed by doctors to relieve pain. Doctors prescribe the narcotics to treat extreme pain. Narcotics can be safe when taken under a physician's supervision, but they are so addictive that their sale and use are controlled by law. Traditional narcotics are derived from the opium in poppy plants, but scientists have also developed synthetic narcotics. Pharmacists must keep records of all sales of narcotics, such as oxycodone, tramadol, Vicodin®, morphine, and codeine. Some of these are also sold illegally on the street by drug dealers.



Figure 5.2.3

MORPHINE

Morphine is a strong pain-reliever. It relieves pain by suppressing the part of the brain that receives pain signals. It is highly addictive.

Doctors who prescribe morphine for pain are careful in monitoring patients on this drug because morphine has hazardous side effects. Morphine can slow or stop your breathing, leading to death. It is especially dangerous if mixed with alcohol. It can also affect the way your heart and digestive systems function.

CODEINE

Doctors prescribe codeine to relieve mild to moderate pain. Like all narcotics, codeine works by changing the way the brain and nervous system respond to pain.

Doctors may also prescribe codeine with other medications to reduce coughing. When codeine is used to reduce coughing, it works by decreasing the activity in the part of the brain that causes coughing.

Codeine can slow or stop your breathing. Never use this medicine in larger amounts, or for longer than prescribed.

HEROIN



Figure 5.2.4

Heroin is the most addictive drug in the world. It is derived from morphine and is roughly 2-3 times more potent. Heroin is a street drug; it is not used medically in the U.S. Drug abusers may inject, inhale, or smoke heroin. Some people who experiment with heroin just one time report craving the drug.

Heroin use can cause slow and shallow breathing, muscle spasms, convulsions, coma, and possible death. **Intravenous** use of heroin and the sharing of contaminated needles lead to the spread of HIV/AIDS, hepatitis, and toxic reactions to heroin impurities. Research shows that heroin causes deterioration of the brain's white matter, which may affect decision-making abilities, the ability to regulate behavior, and responses to stressful situations.

Heroin use is a serious problem in the U.S. Heroin deaths nearly quadrupled in the decade between 2002 and 2013. Like many street drugs, deadly overdoses are possible because users don't really know how potent a particular batch of heroin is.

Key words

intravenous:
Through a vein

Content Enhancement:

HEROIN DEATHS

The famous people listed below have died from heroin use. Their age at the time of death is shown next to their name.

- *Cory Monteith (31)* – TV actor from "Glee"
- *Kurt Cobain (27)* – Lead singer of the band Nirvana
- *Jim Morrison (27)* – Lead singer of the band The Doors
- *Janis Joplin (27)* – One of the greatest female blues-rock singers
- *John Belushi (33)* – Saturday Night Live comedian and movie star
- *Chris Kelley (34)* – Member of rap duo Kris Kross
- *Bradley Nowell (28)* – Lead singer of the band Sublime
- *Sid Vicious (21)* – Bassist for the punk band The Sex Pistols

Stimulants

Stimulants are drugs that speed up the central nervous system. Stimulants come in a variety of forms, all of which are very dangerous if abused. Stimulants make the heart beat faster, increase breathing rate, and raise blood pressure.



Figure 5.2.5

One of the most common stimulants is caffeine. It is a mild stimulant found in cocoa, coffee, tea, energy drinks, and soft drinks. It is a legal drug that is not harmful in small doses. However, it can be harmful and addictive if you take too much of it.

Doctors prescribe stimulants to help people with certain physical or emotional problems. However, stimulant abuse can be very dangerous. High doses of strong stimulants may cause blurred vision, dizziness, anxiety, loss of coordination, or collapse. Stimulants are habit-forming, and depending on the drug, you can become addicted quickly.

AMPHETAMINE

Doctors prescribe amphetamines, such as Adderall®, to treat hyperactivity and ADHD. However, amphetamines are highly addictive. People who use or abuse amphetamines can develop a dependence on the drug, which leads to larger and larger doses required to get their desired effect. If you have a prescription for amphetamines, do not take more than your prescribed dosage.

METHAMPHETAMINE (METH)

Doctors prescribe methamphetamines to treat diseases such as **narcolepsy** and Parkinson's disease. Using this drug heavily or over a long time can lead to serious side effects such as aggression, **paranoia**, kidney problems, brain damage, depression, weakening of the immune system, convulsions, and schizophrenia.

Methamphetamine (also known as Meth) is also a street drug. It is made into a pill or a crystalline rock that is smoked. Meth is highly addictive. It causes medical problems that include:

- Making your body temperature so high that you pass out
- Severe itching
- "Meth mouth" – broken teeth and dry mouth
- Thinking and emotional problems



Figure 5.2.6

Key words

narcolepsy:
A disease that makes a person have uncontrollable bouts of sleep

paranoia:
A mental disorder where a person thinks everyone is against him or her

COCAINE

Cocaine is a powerful, addictive stimulant. It can be used medically as a numbing agent, but rarely is because there are safer alternatives.



Figure 5.2.7

Cocaine gives users brief feelings of euphoria. When the feeling wears off, users feel depressed. Users often take more cocaine to relieve the depression, thus forming an addiction to it.

Health effects associated with cocaine use include disturbances in heart rhythm and heart attacks, chest pain and respiratory failure, strokes, seizures, headaches, and gastrointestinal complications such as abdominal pain and nausea. Cocaine abuse can lead to acute cardiovascular or cerebrovascular emergencies, such as a heart attack or stroke, which may result in sudden death. Cocaine-related deaths are often a result of cardiac arrest or seizure followed by respiratory arrest.

Crack cocaine is a concentrated form of cocaine that can be smoked. Smoking crack has the same effects on the body as using cocaine, only stronger. Crack reaches the brain within seconds and produces an intense high. The high lasts only for a few minutes, though, and is followed by an equally intense low. Using crack makes you crave even more of the drug to relieve these intense bad feelings. For these reasons, the National Institutes of Health (NIH) lists crack as one of the most addictive and dangerous drugs used in the United States today.

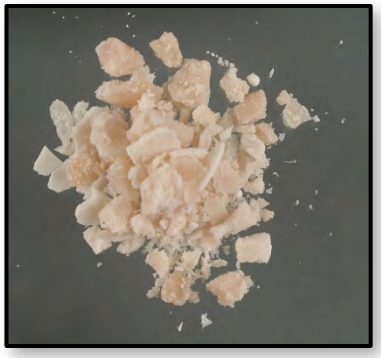

Figure 5.2.8

Depressants

Depressants are substances that slow down the body's functions and reactions. These substances, which are often called **sedatives**, lower blood pressure and slow down heart rate and breathing. Depressants produce effects similar to those produced by alcohol, which itself is a type of depressant. When depressants are combined with alcohol, the effects increase, and the risks multiply. The results can be deadly.

Doctors sometimes prescribe depressants for relief of anxiety, tension, nervousness, and sleeplessness. People who take these drugs need to be monitored by a doctor because of the side effects and danger of addiction. There are three main kinds of depressants: barbiturates, benzodiazepines, and sleep medications.

Key words

sedatives:
Drugs that depress the central nervous system

BENZODIAZEPINES

Doctors prescribe these drugs for panic attacks, convulsions, and sleep disorders. Drugs such as Valium®, Librium®, and Xanax® can lower anxiety, but they also have side effects of reduced coordination and attention span. Withdrawal can cause tremors and lead to coma or death.

BARBITURATES

This group of drugs is powerful sedatives that produce a feeling of relaxation. Doctors use barbiturates for surgical anesthesia, for epilepsy, and for the treatment of acute migraines. Veterinarians also use barbiturates to put sick animals "to sleep." As you might imagine, these are very strong drugs and can kill when taken in high amounts.

People who abuse barbiturates suffer from unpleasant mood changes and excessive sleep. Overuse can lead to coma and death.

The street versions of barbiturates go by different names: downers, barbs, yellow jackets, reds, or goof balls.

SLEEP MEDICATIONS

Doctors prescribe drugs such as Ambien® and Lunesta® to people who have a sleep disorder. Some of these drugs have been linked to "sleep walking." Some people on these drugs will drive, make phone calls, or eat while asleep. In general, these drugs are recommended for short-term use (1 - 4 weeks), because they may also become addictive.

Street Drugs

Companies that manufacture drugs sold as medicines must follow strict government regulations. These laws ensure that the medicines are pure and consistent in strength, known risks, and side effects. Any drug that is made or sold illegally is considered a street drug.

There are no guarantees that street drugs contain what they claim to contain. People who use them don't know how much of the drug they are actually taking, or if the drug has been mixed with other substances. As a result, street drug users risk poisoning, overdose, and death.

MARIJUANA, HASHISH, AND SPICE

Marijuana is the most commonly used street drug. It is a dry, shredded mix of leaves, flowers, stems, and seeds from the hemp plant Cannabis sativa. The plant contains a mind-altering chemical called **THC** (tetrahydrocannabinol). Hashish is a type of marijuana that is stronger and contains more THC.

Key words

THC:
The active drug in marijuana



Figure 5.2.9

THC harms the brain in many ways. It has the potential to cause problems in daily life or make a person's existing problems worse. Heavy marijuana users generally report lower life satisfaction, poorer mental and physical health, relationship problems, and less academic and career success compared to their peers who came from similar backgrounds. Marijuana can lower your performance on IQ tests, affect your ability to drive safely, and suppress your motivation to achieve your goals.



Figure 5.2.10

Spice is synthetic marijuana. Spice typically consists of harmless herbs that have been sprayed with chemicals that behave like the THC found in marijuana, only much stronger. Like all street drugs, you don't really know what you are getting with Spice. For example in the first weeks of July 2015 more than 600 people in New York City had emergency medical treatment for serious, poisonous reactions to smoking synthetic marijuana.

Spice goes by a number of nicknames, including blaze, fake weed, genie, Yucatan fire, and K2, among others.

HALLUCINOGENS

Hallucinogens are addictive drugs that distort moods, thoughts, and senses. They typically make you see things that are not really there. In addition, sometimes these drugs can trigger uncontrolled, violent behavior. Hallucinogens also cause people to lose their sense of direction, distance, and time. These effects often lead to misjudgments that result in serious injuries and death. In some cases, hallucinogens give people terrifying feelings and paranoia. With some drugs, these feelings can last long after they have stopped taking the drug. These recurring feelings are called flashbacks and often occur with the drug LSD.

PCP is another type hallucinogen. PCP produces strange, destructive behavior, which causes many users to end up in hospital emergency rooms. People who have abused PCP for long periods have reported memory loss, difficulties with speech and thinking, depression, and weight loss. These symptoms can persist up to one year after stopping PCP abuse.

Mushrooms containing psilocybin are another type of hallucinogen. Psilocybin can produce muscle relaxation or weakness, uncoordinated muscles, excessive pupil dilation, nausea, vomiting, and drowsiness.

Physical effects of hallucinogens include increased heart rate and blood pressure and lack of muscle coordination. Hallucinogens can also cause decreased sensitivity to pain, which can result in serious self-injury or death. For example, someone who is hallucinating may not feel the cold when they jump into an icy lake. But they can still die from the effects of **hypothermia**.



Figure 5.2.11

Key words

hallucinogens:
Drugs that make you see or hear things that are not real

hypothermia:
The condition of having a dangerously low body temperature

Club Drugs



Figure 5.2.12

Club drugs get their name from being associated with nightclubs, concerts, and all-night dance parties. Commonly used club drugs include the following:

- *Ecstasy*, also called E, X, and XTC, is a stimulant and a hallucinogen in pill form. It can cause confusion, depression, anxiety, nausea, faintness, chills, or sweating. Ecstasy can cause permanent brain damage.
- *GHB* is a depressant, and its street names include Liquid Ecstasy, Liquid X, Georgia Home Boy, and Grievous Bodily Harm. Available in powder and liquid form, GHB is especially dangerous when taken with alcohol or other drugs. The combination may result in sleep, coma, and death.
- *Rohypnol* is a powerful sedative. It's also called the date rape drug. It has no taste or odor when mixed into a drink. A person can unknowingly consume the drug if someone slips it into a beverage. Rohypnol causes blackouts and memory loss. Innocent people who have been slipped the drug awake not knowing how they got to a certain location, who they were with, or what happened. Never accept beverages from people you do not know and trust.
- *Ketamine* is an anesthetic used for medical purposes, mostly in treating animals. Ketamine causes hallucinations and dreamlike states. It can also cause high blood pressure or death through respiratory failure.
- *Bath salts* refer to a newer synthetic drug aimed at avoiding detection. These bath salts have nothing to do with taking a bath; they are usually in a white or brown powder form and are sometimes disguised as "plant food," "jewelry cleaner," or "phone screen cleaner." They are given several different nicknames, including Ivory Wave, Bloom, Cloud Nine, Lunar Wave, Vanilla Sky, White Lightning, and Scarface.

  Bath salts can produce a "high," but have side effects of paranoia and hallucinations. Bath salts are typically taken orally, inhaled, or injected, with the worst outcomes associated with snorting or needle injection. Bath salts have been linked to an alarming surge



Figure 5.2.13

in visits to emergency departments and poison control centers across the country. Common reactions reported for people who have needed medical attention after using bath salts include cardiac symptoms (such as racing heart, high blood pressure, and chest pains) and psychiatric symptoms including paranoia, hallucinations, and panic attacks.

Don't let anyone deceive you with talk about "legal drugs"; whether legal or not, these are harmful drugs and can be highly addictive.

Inhalants

Not all dangerous drugs are illegal street drugs. Some of them are common household products whose fumes are inhaled to produce mind-altering sensations.

Abusers of **inhalants** breathe them in a variety of ways (known as "huffing"). They may sniff or snort fumes from a container or dispenser (such as a glue bottle or a marking pen), spray aerosols (such as paint or computer cleaning dusters) directly into their nose or mouth, or place a chemical-soaked rag in their mouth. These substances are not meant to be taken into the body and can be very dangerous.

When inhalants are breathed in, their harmful fumes go directly to the brain. These fumes commonly cause headache, nausea, vomiting, and loss of coordination. Just one use can result in sudden death. Inhalants can also be addictive. Long-term inhalant use can damage the liver, kidneys, and brain. There is a common link between inhalant use and problems in school, including failing grades, chronic absences, and general lack of interest.

Key words

inhalants:
Household chemicals that are inhaled for psychoactive side effects

PEDs:
Performance-enhancing drugs

anabolic steroids:
A type of performance enhancing drug with serious side effects

Performance-Enhancing Drugs

Performance-enhancing drugs (**PEDs**) are any substance taken to perform better athletically. Some athletes experiment or regularly use PEDs, with the mistaken belief that they will advance in their sport. While they may see some performance improvements, the risks are high—because of the harmful physical side effects and the potential expulsion from a sport.

One of the most common PEDs is **anabolic steroids**; these drugs cause muscle tissue to develop at an abnormally fast rate.

PEDs provide the ability for athletes to perform at a higher level by increasing their strength, endurance, and recovery from injury. However, the use of these drugs is both dangerous and, in almost



Figure 5.2.14

every sport, illegal. In addition, athletes who test positive and admit to having used these drugs eventually find their reputations ruined. In some cases, they have been banned from future participation in their sport.

PEDs side effects include:

- Weakening of tendons, leading to joint or tendon injuries
- Cardiovascular damage and high blood pressure, raising the risk of heart attack
- Mental and emotional effects, such as anxiety, severe mood swings, uncontrolled rage, and delusions
- Severe acne
- Trembling
- Bone damage
- Liver and brain cancers
- Facial hair growth in females; breast development and shrunken testicles in males

Besides damaging your body, the use of PEDs can destroy a potential career in athletics.

Drugs and the Law

You've seen that drug use can cause a variety of health problems. It can also cause you legal problems. If you possess an illegal drug, you can be arrested (even if you have not taken the drug). Drug possession laws vary from state to state. However, possession is not the only legal issue. It's more common for drug users to have legal problems because of illegal behaviors, such as driving while intoxicated, exceeding the speed limit, disturbing the peace (loud parties), shoplifting, or battery (fights). This is how many drug addicts begin to have a criminal record.

In addition, if you are buying drugs on the street you are associating with criminals. Selling illegal drugs is a serious crime. The people who sell illegal drugs are part of a larger criminal organization. They will not hesitate to kill other dealers who try to sell drugs in their territory. Nor will they hesitate to make more money in drug sales by cutting the drugs with impurities.



Figure 5.2.15

Help for Drug Addiction



Figure 5.2.16

Addiction is a brain disease that affects multiple brain circuits, including those involved in reward and motivation, learning and memory, and control over behavior. Kicking the drug habit once addicted is much harder than resisting the pressure to start.

Drug users can rarely recover alone; they need help. Most communities offer support groups and treatment programs for drug addiction. A support group is a group of people who share a common problem and work together to help one another cope and recover. Common support groups for drug addiction include Narcotics Anonymous and Cocaine Anonymous.

A good drug treatment program uses trained experts who provide education and support and who can help the user through the withdrawal period. Withdrawal often requires **detoxification**—the physical process of freeing the body of an addictive substance. "Detox" also involves helping the user overcome psychological dependence on the substance and regain health. A variety of treatment programs are available to help people recover from drug abuse.

Key words

Detoxification:
Treatment for addicts that involves abstaining from a substance to remove all traces of it from the body

Content Enhancement:

REASONS TO BE DRUG-FREE

- You will not be breaking the law.
- You will have better concentration and memory.
- You will make wiser decisions.
- You will be able to focus on improving your talents and enjoying your interests.
- You will have more natural energy.
- You can reach your full growth potential.
- You can be as healthy as possible.
- You will look better because drugs will ruin your appearance.
- You will have better control of your feelings and actions.
- You will not regret foolish actions caused by drug-impaired judgment.
- You will not waste money on drugs.
- You will have better relationships with friends and family members.
- You will respect yourself for taking care of your body and mind.
- You will be able to succeed in education.
- Your mental and emotional development will not be cognitively delayed.

Ways to Live Drug-Free



Figure 5.2.17

Choosing to live drug-free will provide lifelong benefits. You will find that there are many exciting ways to spend your time. If you feel lonely, depressed, or bored:

- Learn a new sport or hobby or join a club.
- Start a regular physical activity routine like running, bicycling, or swimming. You should challenge yourself by setting goals using the SMART system.
- Volunteer to help people in your community. Helping others is often the best way to help yourself when you are depressed or lonely.

If you need help solving personal problems:

- Talk to a school counselor or an adult you trust.
- Contact a hot line or support group.
- Seek counsel through your church, temple, or mosque.

If you are tense and anxious:

- Learn relaxation techniques like yoga or tai chi.
- Meditate.
- Get enough rest and physical activity and eat properly.
- Use time management skills to avoid overscheduling your time.

Conclusion

Experimenting with addictive drugs is dangerous. As you've seen, some drugs can cause cravings after just one use. Street drugs can also be deadly with a single use because you can be poisoned by impurities or take too large of a dose for your body. The reasons for living a drug-free life are compelling. You'll be healthier, happier, and continue to work toward your goals.

Lesson Check-up



- **How do psychoactive drugs affect your brain?**
- **What are some hazards of drug abuse?**
- **Why is drug abuse associated with criminal activity?**
- **What strategies can you use to stay drug-free?**

LESSON 3

Alcohol and Tobacco



Key words

- alcoholism
- antiseptic
- binge drinking
- ethanol
- intoxicant
- nicotine
- peer
- recovery
- sobriety
- solvent
- tar

What You Will Learn to Do

Assess the impact of alcohol and tobacco on whole health

Linked Core Abilities

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

Learning Objectives

- **Explain** how media influences the use of alcohol and tobacco
- **Describe** the health hazards of alcohol abuse
- **Describe** the health hazards of tobacco use
- **Identify** reasons to refuse alcohol and tobacco

Essential Question

How does alcohol and tobacco use affect a person's whole health?

Learning Objectives (cont'd)

- **Define** key words: alcoholism, antiseptic, binge drinking, ethanol, intoxicant, nicotine, peer, recovery, sobriety, solvent, tar

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Introduction

Alcohol and tobacco are the most prevalent habit-forming substances in our society. Not only are they habit-forming, but alcohol and tobacco can have serious effects on your health. In this lesson, you'll look at how alcohol and tobacco are promoted to encourage their use. You'll also learn about the health hazards of these products.

Promoting Alcohol and Tobacco

Alcohol and Tobacco are widely available and easy to obtain for adults. The products are also big business for the companies that produce and sell them. One of the ways the alcohol and tobacco industries influence people to buy their products is through advertising.

In general, alcohol advertising follows industry standards for ethical advertising. Advertisers only place alcohol ads where 70% of the people seeing the ad are over the legal drinking age. Companies selling alcohol also agree that teens will not be the target audience of their ads.

However, even though alcohol ads never show teens drinking, the ads can influence them. Ads for beer, wine, and liquor often show drinkers in beautiful outdoor settings, at fun-filled parties, or enjoying sports.



Figure 5.3.1

They never show someone drunk and throwing up. The ads give the false impression that drinking will make you more popular and attractive. If you believed these hidden messages, you'd think that it is normal, smart, and sophisticated to drink.

In our nation, cigarette ads are no longer allowed on television. Cigarette ads remain regulated in other areas, such as radio, outdoor billboards, and print. Perhaps the most important advertising regulation is a ban on tobacco ads aimed at young people. For example, tobacco companies can no longer use cartoon characters in their ads. These regulations point to the deep concern by health experts and political leaders about addiction to tobacco products at an early age.



Figure 5.3.2

Advertising is not the only way companies promote alcohol and tobacco. They purchase product placements in movies and television—that is, the characters in the movie are shown drinking or smoking a recognizable brand of a product.

Alcohol use is common in movies, even those intended for young children and teenagers. Movies tend to portray alcohol use positively most of the time, which may influence teenage use. Movies may also show admirable characters smoking cigarettes. Sometimes this gives teens the idea that it's cool to smoke.

Song lyrics and music videos can also promote drinking and smoking.

In fact, researchers have found that music is the fastest growing form of media for young people today. Young people are listening to about 2.5 hours of music each day. They are hearing approximately 14 references to drinking per song and about eight brand names of alcohol.

Keep in mind that alcohol and tobacco companies spend billions of dollars each year promoting their products. Think about why the ads focus on fun activities, rather than on the products themselves.

When you see ads and other media depictions of alcohol and tobacco, use your own judgment to evaluate them. Will you look tough if you are smoking a cigarette or will you just reek of smoke? Will an alcoholic drink really make you more attractive or more popular? Will your relationships be successful and problem-free when you drink? Advertisements do not show the harsh realities of alcohol and tobacco use.

Key words

ethanol:
The substance in alcoholic beverages that causes intoxication

antiseptic:
A substance that kills germs

solvent:
A liquid used to dissolve other substances

intoxicant:
A substance that causes excitement, confusion, or loss of control when consumed

How Alcohol Affects the Body

Alcoholic beverages contain the chemical **ethanol**. Ethanol is a volatile, flammable, colorless liquid with a slight chemical odor. It is used as an **antiseptic**, a **solvent**, a fuel, and an **intoxicant**. Ethanol is made by fermenting sugars with yeast.

In the United States, alcohol is illegal for anyone under the age of 21—although some states have exceptions for providing alcohol to underage

family members. To make responsible decisions about alcohol use, people should understand how alcohol affects the body.

Alcohol, like other depressant drugs, slows down the functions of the brain and other parts of the nervous system. Excessive use of alcohol over a long period can damage almost every organ in the body. *Figure 5.3.3* shows some of the short-term and long-term effects of alcohol consumption.

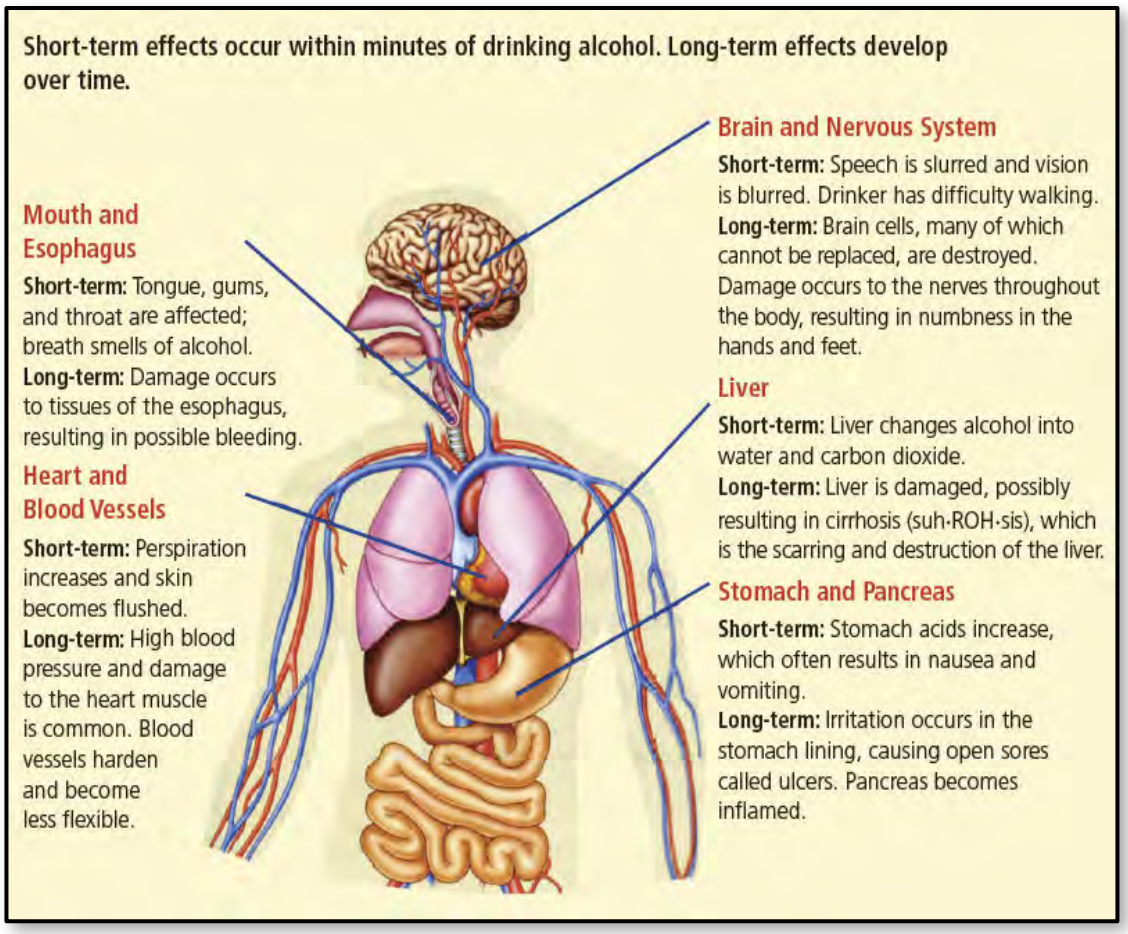


Figure 5.3.3

ALCOHOL AND THE INDIVIDUAL

The effect that alcohol has on a person is influenced by a number of factors, including:

- *Body size and weight* – The same amount of alcohol has a greater effect on a person who weighs 100 pounds than someone who weighs 150 pounds.
- *Gender*
  - Men have a greater ratio of muscle to fat than women do. Muscle has a large amount of blood that flows through the muscle tissue. Fat has a much smaller amount of blood. The relatively larger volume of blood dilutes alcohol in a male's body.
  - Women have a naturally higher percentage of body fat than men do. Due to this, each drink is more concentrated in a woman's blood. The result is higher blood alcohol level for women compared to men.
  - If a 140 lb. male drinks two drinks in one hour, his blood alcohol level is .038. If a 140 lb. female drinks two drinks in one hour, her blood alcohol level is .048.

- *Time frame* – A person who drinks a lot in a short period is more likely to become intoxicated. Rapid drinking overwhelms the liver's ability to break down the alcohol.
- *Amount* – Drinking a large quantity of alcohol causes alcohol levels in the bloodstream to rise. If the levels become too high, alcohol poisoning can occur.
- *Food* – Food in the stomach slows down the passage of alcohol into the bloodstream.
- *Medicine* – Alcohol can interfere with the effects of medicines. Some medicines can intensify the effects of alcohol.

Blood Alcohol Concentration

The amount of alcohol in a person's bloodstream is called blood alcohol concentration (BAC). BAC is expressed as a percentage of total blood volume. For example, if a person's BAC is 0.1 percent, then one tenth of one percent of the fluid volume of his or her blood is actually alcohol. A person's BAC depends on the amount of alcohol consumed as well as body size and the other factors discussed earlier.

Police use BAC to determine if you are legally intoxicated—physically and mentally impaired. A person with a BAC of 0.1 percent, or in most states, 0.08 percent, is considered legally intoxicated. Driving while intoxicated can result in a jail term and, in some states, loss of driver's license. For anyone under 21, a BAC above 0 percent is illegal. In most states, if a court finds a young person guilty of underage drinking, he or she will lose all driving privileges until the age of 21. This does not include all the court costs and fines the teen will have to pay.

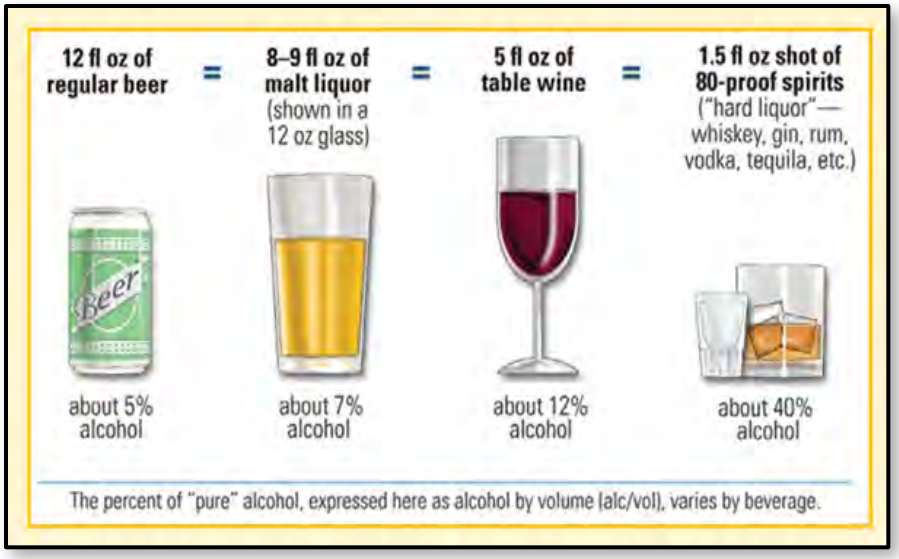


Figure 5.3.4

Alcohol's Effects on Teens

Alcohol can interfere with a young person's mental and physical growth processes. Research shows that brain development, which continues well into a person's 20s, can be affected by alcohol use. For example, a long-term study reported by the National Institutes of Health indicates that teens who abuse alcohol have poorer language skills than other

teens. Research also suggests that exposure to alcohol during the teen years reduces levels of certain hormones essential to normal physical development.

Young people can be especially prone to **binge drinking**. Binge drinking is the consumption of several alcoholic drinks in a very short period of time. Binge drinking is especially dangerous. It can lead to alcohol poisoning and possibly death.

Young people who are at the highest risk for early drinking include those with a history of abuse, family violence, depression, and stressful life events. A family history of **alcoholism** also raises the risk of beginning to drink before the age of 20 and becoming an alcoholic.

Such drinkers are also more likely to underestimate the effects of drinking and to make judgment errors.

Key words

binge drinking: Consuming many alcoholic drinks in a very short period of time

alcoholism: A progressive, chronic disease involving a mental and physical need for alcohol

Alcohol-Related Injuries

Drinking and driving is a dangerous, and potentially deadly, combination. Drinking alcohol impairs a person's vision, reaction time, and physical coordination. Consequently, a person who has been drinking should never get behind the wheel of a car. According to the U.S. Department of Transportation, in 2011, there were 43,668 fatal car crashes. Of these, 4,347 involved young people between the ages of 15 to 20. Thirty-two percent or approximately 1,360 of these people had alcohol in their system.



Figure 5.3.5

Alcohol causes other kinds of unintentional injuries as well. It impairs a person's ability to ride a bicycle or skateboard. About one-third of all bicyclists and pedestrians who die in motor vehicle collisions have been drinking. Alcohol is also linked to about one-third of all drowning deaths and about half of all deaths by fire.

- *Death* – 5,000 people under age 21 die each year from alcohol-related car crashes, homicides, suicides, alcohol poisoning, and other injuries such as falls, burns, and drowning. Almost one-half of all traffic deaths of people under age 25 involve alcohol.
- *Serious injuries* – More than 190,000 people under age 21 visited an emergency room for alcohol-related injuries in 2008 alone.
- *Impaired judgment* – Drinking can cause young people to make poor decisions, which can then result in risky behavior like drinking and driving, unintended pregnancies, violence, or other criminal activity. Nearly a quarter of all violent crimes committed by teens involve alcohol.
- *Increased risk for assault* – Young people who drink are more likely to carry out or be the victim of violence. Research has found that between one-third and two-thirds of date rape cases among teens and college students involve alcohol.

Alcoholism



Figure 5.3.6

Alcohol can become addictive. Alcoholism is a progressive, chronic disease involving a mental and physical need for alcohol. People with this disease are called alcoholics.

Alcoholics cannot control their drinking. They drink even when they know they are harming their health and hurting others. An addiction to alcohol is both psychological and physical. An alcoholic feels very uncomfortable when he is not drinking. A person who is addicted to alcohol is dependent on it. However, the addiction is treatable. The process of learning to live an alcohol-free life is called **recovery**.

Recovering from alcoholism is difficult, but it can be successful. Just like drug addiction, the recovery process may involve withdrawal. Withdrawal symptoms include nausea, sweating, shakiness, and anxiety. Treatment for alcoholism depends on the severity of the alcoholism and the resources available in your community.

Treatment may include detoxification, the physical process of freeing the body of an addictive substance. "Detox" also involves helping the user overcome psychological dependence on the substance and regain health. Varieties of treatment centers are available to help people recover from alcoholism.

Treatment may also include taking prescribed medications to help prevent a return to drinking (or relapse) once drinking has stopped and individual and/or group counseling. Such counseling often involves teaching alcoholics to identify situations and feelings that trigger the urge to drink and to find new ways to cope that do not include alcohol use.

Many alcoholics join support groups to help them be successful. These support groups help someone live a life of **sobriety**. Sobriety, which is living without alcohol, is a lifelong challenge. One of the best-known support groups is Alcoholics Anonymous (AA). AA is an organization of recovering alcoholics who know firsthand the difficulty of beating alcohol addiction. Most communities have chapters of AA.

Key words

recovery:
The process of alcoholics learning to live an alcohol-free life

sobriety:
Living without alcohol

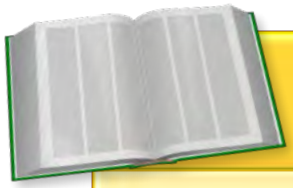
Reasons to Refuse Alcohol

At least one-third of Americans do not drink alcohol at all, and many who used to drink have stopped. As people become aware of the physical, mental, and social damage that drinking can cause, fewer choose to start drinking.

Here are some of their reasons:

- *It is illegal*. Drinking is against the law for anyone under age 21. Obeying the law requires maturity and taking responsibility, and makes life easier and safer for everyone.
- *It interferes with your activities*. As a teen, your life is full of activities. You go to school and you have family responsibilities and friendships. Teens that choose not to drink will be better able to meet these challenges.
- *It promotes foolish behaviors*. Drinking can make people sick. It can also cause them to embarrass or endanger themselves.
- *It's not smart*. Smart teens know that drinking does not enhance popularity. Drinking does not make a person more mature. Acting responsibly is a sign of maturity.
- *It disappoints those who care about you*. Teens who drink alcohol have to hide their behavior. Many young people would rather not have to be dishonest with people they care about.
- *It harms your health*. Drinking alcohol harms body organs, particularly the liver, and increases the chance for injuries.

Many schools have adopted a zero-tolerance policy. Under such a policy, students face stiff consequences, including suspension, starting with the first time they are caught with alcohol.



Content Enhancement:

WHAT PEOPLE THINK VS THE REALITY

What People Think…	The Reality…
"I'll look more grown-up with a drink in my hand."	You won't look mature getting in trouble for illegal underage drinking.
"If I drink, I'll be able to forget my problems."	The problems will still be there when the effects of the alcohol wear off.
"I'm stressed out about this test. A drink will help me relax."	Alcohol does not relieve stress; it disrupts sleep, creating more stress.
"My friends keep pressuring me to try alcohol."	Real friends won't pressure you to do something harmful.
"The ads make drinking look like fun."	Alcohol companies want people to spend money on their products.

Alternatives to Drinking

Why do some teens give in to the pressure to drink alcohol? One reason is that they have not thought about alternatives. There are plenty of alternatives to drinking.

A few alternatives are:

- *Become good at something that requires a steady hand*. Assemble a model airplane, play a video game, or paint a picture. Then congratulate yourself—a person whose senses are dulled by alcohol could not accomplish what you have.
- *Join other teens for alcohol-free fun*. Plan an alcohol-free party or outing, or have a basketball or volleyball game. Make sure all invited know that alcohol use will not be tolerated.
- *Volunteer to help others*. Volunteer at a hospital or nursing home, or lend a hand to a community improvement organization such as Habitat for Humanity.
- *Learn something new*. You might learn a musical instrument, computer program, or foreign language. Learn a sport you have never tried before, such as karate or kickboxing.
- *Advocate*. Volunteer to speak to an elementary school class about the dangers of alcohol and the benefits of remaining alcohol-free. Younger children look up to teens like you as role models.

Tobacco Products



Figure 5.3.7

Tobacco products now come in many different forms, including cigarettes, cigars, and smokeless tobacco (chewing or dipping). Regardless of the form, all tobacco products are harmful. Research shows the negative health effects of cigarette's **tar** and **nicotine**, and other substances in tobacco.

Cigarettes are the most common form of tobacco used in the United States. Cigarettes put smokers at risk for a host of life-threatening conditions. These include cancer, infertility, stroke, and lung and heart diseases. Each year, more than 480,000 people in the U.S. die from diseases caused by cigarette smoking. Another 16 million suffer from some disease associated with cigarette smoking.

Cigars contain the same dangerous substances as cigarettes, but in much larger quantities. One large cigar can contain as much tobacco as a pack of cigarettes. Cigar smokers are 4 to 10 times more likely to contract cancer of the mouth, larynx, and esophagus than nonsmokers are, and they have a greater risk of dying from heart disease. Cigar smokers can also develop emphysema and episodes of chronic bronchitis, diseases that affect the lungs.

Some people smoke pipes, using loose tobacco. Pipe smokers usually inhale less than cigarette and cigar smokers do, but pipe smoking still increases the risk of cancer. Cancers of the lip, mouth, and throat are common among pipe smokers.

Key words

tar:
The dark, thick, sticky liquid that forms when tobacco burns

nicotine:
An addictive substance in tobacco products

Smokeless tobacco products are chewed, dipped, or sniffed. Many people believe that smokeless tobacco is safer than other tobacco products because the user doesn't inhale tobacco smoke. This is not true. Users of smokeless tobacco still absorb poisonous substances through the mouth or nose. Smokeless tobacco has been linked to cancers of the mouth, esophagus, larynx, stomach, and pancreas. Chewing tobacco also stains the teeth and causes tooth loss and gum disease. Moreover, tobacco chewers need to spit out tobacco juice from time to time—a habit that many people find offensive.

In 2011, Major League Baseball banned teams from providing tobacco products to players. League policy strongly discourages clubhouse attendants from purchasing tobacco for players. Players also may not do televised interviews while using the products; if they do, they may be fined.

Specialty cigarettes, such as bidis and kreteks (also called beedies, clove cigarettes) are tobacco products with flavorings. The problem with these products is that they typically contain more tar and nicotine than regular cigarettes. Tobacco smoked from a hookah or water pipe is unhealthy. Hookah smoke contains more nicotine, carbon monoxide, tar, and heavy metals than regular cigarette smoke.

Electronic cigarettes are not actually tobacco products. E-cigarettes look much like traditional cigarettes but they usually use a heat source that is battery powered to turn "e-liquid," a liquid that usually contains nicotine from tobacco and flavorings, into an aerosol. People inhale the aerosol to get nicotine. The amount of nicotine in the aerosol may vary by brand.

Tests of e-cigarettes to this point show that the levels of dangerous chemicals they give off are less than what you'd get from a real cigarette. However, the nicotine inside the cartridges is still addictive. When you stop using nicotine, you can get withdrawal symptoms. You can feel irritable, depressed, and restless. Your stress level can go up. These products can also be harmful to people with heart problems.

Harmful Substances in Tobacco Products

Tobacco and tobacco smoke contain approximately 4,000 chemicals, of which 250 are known to be harmful, including hydrogen cyanide, carbon monoxide, and ammonia. Hydrogen cyanide is an extremely poisonous, colorless liquid or gas with a characteristic smell of almonds. Ammonia is a poisonous gas with a strong unpleasant smell mainly used in cleaning products. Nicotine and tar are especially damaging to the human body. These chemicals are also present in secondhand smoke—the smoke you might inhale if another person in the room is smoking. Many restaurants and public buildings ban cigarette smoking, mostly over concern about second-hand smoke.



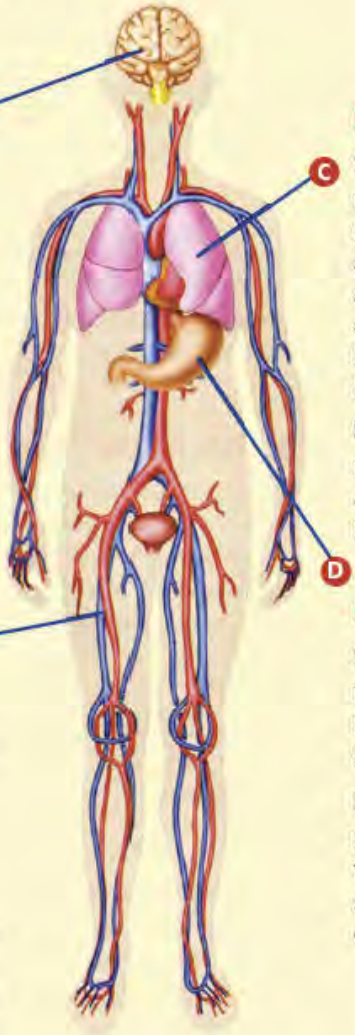
Figure 5.3.8

Nicotine is an addictive stimulant found in all tobacco products. When you smoke or chew tobacco, nicotine takes less than 7 seconds to reach your brain. About 30 minutes later, when the chemicals have left the brain, the user begins to feel discomfort. The desire to recapture the feeling and avoid the feeling of discomfort causes the user to crave more tobacco. Nicotine addiction can occur in a short amount of time.

Tar is a dark, thick, sticky liquid that forms when tobacco burns. When smokers inhale, tar gets into their lungs. It leaves a residue that destroys cilia, the tiny hairs in the nose and air passages that help protect the lungs. Over time, it also destroys the air sacs in the lungs. The presence of tar can make breathing difficult. It causes emphysema, other lung diseases, and cancer.

Carbon monoxide is a colorless, odorless, poisonous gas produced when tobacco burns. The carbon monoxide in smoke passes through the lungs into the bloodstream. There, it reduces the amount of oxygen the blood cells can carry. A reduced oxygen supply weakens muscles and blood vessels, which, in turn, may lead to heart attacks and stroke.

Tobacco use is particularly damaging to young people because their bodies are still growing and developing. Some of the effects of tobacco use are evident almost immediately. Others become apparent over time.



Nervous System

Short-term Effects:

Changes take place in brain chemistry. Withdrawal symptoms (nervousness, shakes, headaches) may occur as soon as 30 minutes after the last cigarette. The heart rate and blood pressure increase.

Long-term Effects:

There is an increased risk of stroke due to decreased flow of oxygen to the brain.

Circulatory System

Short-term Effects:

Heart rate is increased. Energy is reduced because less oxygen gets to body tissues.

Long-term Effects:

Blood vessels are weakened and narrowed. Cholesterol levels increase. Blood vessels are clogged due to fatty buildup. Oxygen flow to heart is reduced. Risk of heart disease and stroke is greater.

Respiratory System

Short-term Effects:

User has bad breath, shortness of breath, reduced energy, coughing, and more phlegm (mucus). Colds and flu are more frequent. Allergies and asthma problems increase. Bronchitis and other serious respiratory illnesses increase.

Long-term Effects:

User faces high risk of lung cancer, emphysema, and other lung diseases.

Digestive System

Short-term Effects:

User has upset stomach, bad breath, stained teeth, dulled taste buds, and tooth decay.

Long-term Effects:

Risk of cancer of the mouth and throat, gum and tooth disease, stomach ulcers, and bladder cancer increases.

Figure 5.3.9

Cancer-Causing Chemicals in Tobacco

Nearly 80 chemicals in tobacco are potentially cancer causing, including the following:

- *Arsenic* – A poisonous chemical used to kill weeds and pests
- *Benzene* – Also found in vehicle emissions and gasoline fumes
- *Beryllium* – A toxic metal
- *Cadmium* – A toxic metal
- *Chromium and nickel* – Metallic elements
- *Ethylene oxide* – A chemical used to make antifreeze and pesticide
- *Polonium-210* – A radioactive chemical element
- *Vinyl chloride* – A substance used to make plastics

Other toxic chemicals in tobacco smoke are suspected to cause cancer, including formaldehyde and toluene—a strong-smelling, colorless liquid used to make gasoline and other types of fuel, paint, paint thinner, fingernail polish, glue, and rubber.



Figure 5.3.10

Cancer refers to diseases in which abnormal cells divide out of control and are able to invade other tissues. Smoking can cause cancer and then block your body from fighting it:

- Poisons in cigarette smoke can weaken the body's immune system, making it harder to kill cancer cells. When this happens, cancer cells keep growing without being stopped.
- Poisons in tobacco smoke can damage or change a cell's deoxyribonucleic acid (DNA). DNA is the cell's "instruction manual" that controls a cell's normal growth and function. When DNA is damaged, a cell can begin growing out of control and create a cancer tumor.



Figure 5.3.11

Doctors have known for years that smoking causes most lung cancer. It's still true today; cigarette smoking causes nearly 9 out of 10 lung cancers. In fact, smokers have a greater risk for lung cancer today than they did in 1964, even though they smoke fewer cigarettes. One reason may be changes in how cigarettes are made and what they contain.

According to the CDC, using tobacco products and smoking can cause cancer almost anywhere in your body, including the following:

- *Mouth, nose,* and *throat*
- *Larynx* – Part of the throat that contains the vocal chords
- *Trachea* – Tubes by which air passes to and from the lungs
- *Esophagus* – Tube that leads from the mouth through the throat to the stomach
- *Lungs* – The basic respiratory organs

- *Stomach* – The organ where food goes and begins digestion
- *Pancreas* – The large gland near the stomach that produces insulin
- *Liver* – The organ that secretes bile and provides changes to substances contained in the blood
- *Kidneys and ureters* – Organs that remove waste products from blood and create urine
- *Bladder* – The organ that holds urine after it passes through the kidneys
- *Colon* and *rectum* – Organs that remove nutrients and transfer waste products
- *Cervix* – Tissue that connects the female sex organ to the uterus
- *Bone marrow* – Spongy tissue inside your bones
- *Blood* – Circulating fluid that provides the body's cells with nutrition and oxygen, and carries waste materials away from the cells

How Tobacco Affects Appearance

Most of the damage caused by tobacco use occurs inside the body. However, tobacco use also harms a person's outer appearance. Every time a person uses a tobacco product, the smell of tobacco lingers on his or her hands, breath, hair, and clothing.



Figure 5.3.12

Over time, sometimes in as little as 10 years, tobacco use leads to stained teeth. Also, the nicotine in cigarettes causes blood vessels to narrow in your skin's outer layers, causing premature wrinkling of the skin. Additionally, your skin doesn't get as much oxygen and important nutrients, such as vitamin A.

Shortness of breath and frequent coughing are also symptoms that indicate smokers are generally less physically fit than nonsmokers are. Smokeless tobacco users often develop cracked lips, inflamed gums, and sores in their mouths.

Appearance can also tend to affect social relationships. There are many people who are offended by a tobacco user's smelly breath, hair, and clothing, and they don't want to get close to that person.

Physical and Psychological Addiction to Tobacco

Nicotine is an addictive substance. Nicotine affects heart rate, digestion, and muscle tone. Once the nicotine level drops or the nicotine leaves the body's systems, the body craves more. Tobacco users don't feel normal unless their bodies are under the influence of nicotine.

Addiction also creates behavioral dependencies. Certain events, situations, and habits trigger a desire to use tobacco, even if they just had a cigarette. Young people might think they need to smoke a cigarette to help them relax at a party or to help them be more alert before a test. Many smokers feel the need for a cigarette every time they talk on the telephone or finish a meal. According to the Centers for Disease Control, nicotine addiction is the most common form of drug addiction in the United States.

Reasons Teenagers Start to Use Tobacco

Many things influence the choices teens make. Most are positive and some are negative. In some cases, teens may be ignorant about the dangers of cigarette smoke. Even when they know about the dangers of tobacco products, some teens will still start smoking for these misguided reasons:

- *Stress* – Teens don't realize that the symptoms of withdrawal from nicotine, which occur as often as every 30 minutes, will add to, not reduce their daily stresses.
- *Weight* – Some teens wrongly believe that using tobacco will help them maintain a healthy weight. Instead, its use reduces the capacity for aerobic exercise and sports.



Figure 5.3.13

- *Image* – Using cigarette lighters and blowing smoke makes some teens feel grown up. However, mature teenagers know that lifelong health is more important than looking "cool."
- **Peer** *acceptance* – Teens may think they need to smoke in order to fit in with their friends. However, most teenagers today don't want anything to do with tobacco users.
- *Independence* – Tobacco use may appear to be a sign of independence. However, it's just the opposite. Tobacco users become dependent, and it's unhealthy and costly.
- *Imitating a role model* – Some teenagers want to be like a friend, a celebrity, or some other role model who uses tobacco. They don't realize that most of those role models want to "kick" their tobacco habit.
- *Peers* – Peers, siblings, and friends are powerful influences. Many teenagers try their first cigarette with a friend or relative who already smokes.
- *Popular media* – Movies, television, and music often portray tobacco use in ways that appeal to teenagers. Tobacco companies pay millions of dollars to have their products featured in movies.
- *Family members and other adults* – Some teens see their parents and other adults using tobacco and think that it's all right for them to use it, too.

Key words

peer:
A person who belongs to the same age group or social group as someone else

Resisting Peer Pressure

The best way to lead a tobacco-free life is never start. About 90 percent of adult smokers began smoking before the age of 21, and over half of them had become regular smokers by age 18. If you avoid using tobacco during middle or high school, there's a good chance you'll never start.

Resisting peer pressure to use tobacco can be difficult. However, you can use several strategies to help you.

- *Choose friends who don't use tobacco*. If you don't spend time with people who use tobacco, you won't be pressured to use it yourself.
- *Avoid situations where tobacco products may be used.* You may be invited to a party where you know your peers will be smoking or chewing tobacco. Give your reasons for not going and then do something fun with tobacco-free friends instead. Even when you don't smoke at these parties, you are still inhaling secondhand smoke.



Figure 5.3.14

- *Use refusal skills*. If tobacco users urge you to try tobacco, you can simply say no. If the pressure continues, however, you can explain your reasons for avoiding tobacco products. Be assertive! If your friends or peers continue to pressure you, leave.

Ways to Quit

A variety of strategies can help someone break the tobacco habit. One way is to quit gradually by reducing the number of cigarettes smoked, or the frequency of using smokeless tobacco, over a period of time. Another way to quit is cold turkey, or stopping all at once. Some research shows that this is the best way to quit smoking on your own. However, just like any other addictive drug, those who have suddenly quit smoking can experience withdrawal symptoms.


Figure 5.3.15

Tobacco users, no matter what age, may need products such as a nicotine patch or nicotine gum to help them through withdrawal. The nicotine patch is a medication that allows tobacco users to give up tobacco right away while gradually cutting down on nicotine. The patch is available both by prescription and over the counter. Nicotine gum is available over the counter, and it works in a similar way as the patch.

Tobacco users who want to quit may seek help from local support groups or organized health programs or from professional counselors.

Quitting is not easy. In order to quit, tobacco users have to go through withdrawal. However, it is important to remember that these withdrawal symptoms are short-term. Physical symptoms of nicotine withdrawal include the craving to use nicotine, headaches,

shakiness, fatigue, increased appetite, and nausea. Psychological symptoms include feeling irritable, nervous, anxious, and sad.

People going through withdrawal may have trouble thinking during the day and sleeping during the night. The intensity of withdrawal symptoms and the length of time they last vary from person to person. An inability or reluctance to cope with withdrawal is often the main obstacle to quitting tobacco use.

Two-thirds of adults who smoke say that they would like to quit, and 50 percent of teen smokers also want to quit. In the year 2000, a survey showed 70 percent of teen smokers said they regretted having started. It is also important to remember that many people are unable to quit smoking the first time they try. Don't give up. The benefits of not smoking far outweigh the health risks of smoking.

Conclusion

In this lesson, you learned about the health hazards of two common habit-forming products—alcohol and tobacco. Knowing the facts about these products should help you make smart decisions when you are confronted with peer pressure to drink or smoke.

Lesson Check-up



- **How are people influenced to use harmful products like alcohol and/or tobacco?**
- **What are the harmful health effects of short-term and long-term alcohol use?**
- **What are the harmful effects of tobacco use?**

LESSON 4

Decisions About Substance Abuse



Key words

- **intervention**
- **normal**

What You Will Learn to Do

Respond to substance abuse situations

Linked Core Abilities

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

Learning Objectives

- **Explain** how substance abuse is related to what people consider normal behavior
- **Describe** strategies for handling pressure to use alcohol, drugs, or tobacco
- **Explain** how you can help someone who is a substance abuser
- **Define** key words: intervention, normal

Essential Question

How can you be effective in responding to substance abuse situations?

Introduction

Anyone has the potential to become dependent on substances, but some people seem to be more susceptible than others are. Stressful situations may make someone more likely to try drugs for the first time or to use drugs to escape problems. Young people who have family problems are more likely to use drugs. People with low self-esteem run the risk of becoming regular users to deal with peer pressure or bad feelings.

In this lesson, you'll learn strategies for dealing with pressures to abuse substances. You'll also learn ways to intervene when someone you know develops a substance abuse problem.

What is Normal?

While you may wonder what the term **normal** has to do with drugs, deciding what kind of behavior is normal in your life has a lot to do with whether or not you abuse drugs.

Many young people are very concerned with being normal, which means different things. Behavior that is normal for one person may not be normal for another. What is normal in one group may be considered strange in another. When you worry about how your clothes and hair look, if you are saying the right things, or if people will laugh at you for certain things, you are concerned with whether other people think you are normal.

Key words

normal:
Conforming to a standard; usual, typical, or expected

In fact, worrying about being normal is very normal. Young people, in particular, worry because they are experiencing so many changes in their lives. This acute awareness of "fitting in" usually decreases as you become an adult and gain a better sense of who you are. Your teenage years are a time for learning what is normal for you. It is not an easy process, so give some thought to the type of behavior you believe is normal.

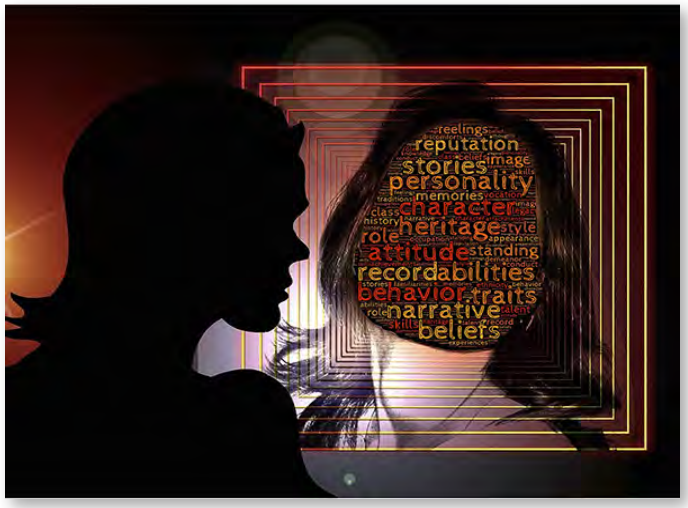


Figure 5.4.1

Do not make the mistake of labeling your emotions as good or bad. You may not enjoy feeling angry, sad, or bored. However, everyone has these emotions. Your emotions teach you about yourself. When you abuse drugs to escape these feelings, you are cheating yourself. Uncomfortable feelings are often messages that you need to change something in your life; look at them as feedback on how you think, act, and view your environment. They are for you to analyze and work with. They are normal.



Figure 5.4.2

What you consider normal is generally considered normal by your group of friends. You became friends because you have things in common. But what do you do if your friends want you to try drugs? Is it normal behavior to go along with the group? If what is standard for the group is not for you, then it is better for you not to be what the group considers normal.

If you could run faster than all the others in your group, you would not slow down just to be normal. The same goes for drugs and alcohol. You know the dangers of drugs and alcohol, so why use them to be considered normal? Why slow down with the crowd when you know you can win the race?

Life's Pressures

As a teenager, you have many new pressures in your life, as well as many new challenges and experiences. Along with these new opportunities come added responsibilities. While adjusting to these changes that are a part of becoming an adult, you are constantly making decisions. Sometimes you make good decisions and other times you make mistakes. Making mistakes is normal in a good way because they are part of the learning process. You analyze what happened and try to learn from it. Of course, nobody likes to make mistakes, so try to analyze each situation beforehand to minimize them.



Figure 5.4.3

When it comes to drugs, however, it is extremely important to make the right decision before you make a mistake; making just one wrong choice may be too late. Having to juggle pressures from your family, school, activities, job, and friends may overwhelm you at times. The many new situations and emotions you experience can sometimes seem unbearable with no end in sight. Unfortunately, drugs and alcohol can seem like a quick solution to all your problems.

Pressures from society, your family, friends, and yourself may sometimes make it difficult for you to say no to drugs. Our culture often encourages quick solutions to problems; many people would like to

believe that taking a pill could cure all types of problems, but there is no magic pill to make it all better. Pills and other drugs only produce chemical reactions in your mind and body, which in turn create artificial feelings and unhealthy side effects.



Figure 5.4.4

Advertising, movies, and television shows often glamorize drug and alcohol abuse. It may appear that all the beautiful, fun people are drinking at a bar or taking a refreshing break with a cigarette. These types of false messages reinforce the idea of drug abuse as a normal and desirable part of life. You may see your parents drink at parties; you may know students who use drugs; and you may be curious about drugs' effects, or tempted to use them to relieve uncomfortable emotions. Though all these situations may make drug abuse attractive to you, the reality of drugs' effects is far from glamorous. What the pleasure drugs give is short lived and unreal. They never solve problems; only you can do that, and you cannot function at your best if drugs are a problem in your life.

Once you decide that you do not want drugs to be a part of your life, you must develop strategies to resist these pressures as well as healthy alternatives to drugs.

Handling Pressures

The following are tips for being able to handle internal pressures. By being able to cope with what's "inside," you have a better chance of staying drug-free.



Figure 5.4.5

1. *Accept and analyze your emotions.*

   While there are many reasons young people become substance abusers, all of the reasons have one thing in common. People depend on drugs to change the way they feel, instead of learning to change them-selves, their behaviors, or their attitudes.

   If you are feeling something unpleasant, take time to consider the cause of your emotions instead of trying to avoid feeling bad. If you do not address the cause, the uncomfortable feelings will return to bother you. Also, remember that certain amounts of anger, sadness, boredom, and frustration are normal human responses to life that must be accepted.



Figure 5.4.6

2. *Seek out help when you feel overwhelmed.*
   Members of your family, teachers, counselors, and friends can help you. There are also many places that offer help for specific problems, like divorced parents, shyness, alcoholism, or lack of reading skills. You can ask a counselor or instructor at school about them or look for yourself in the phone book. If you are willing to make the effort, there are people willing to help you. Seek them out.

3. *Find alternatives to drug use.*
   If your routine is a big yawn, take a look around and see if there is an activity that looks interesting to you. Photography, auto mechanics, art, music, videography, or blogging are some hobbies you could do that would add new challenges to an unexciting routine. Other alternatives include:

   - Engaging in physical activity is one way to help you feel better. Physical activity not only helps improve your mood, but it also relieves the negative effects of stress. Getting enough exercise and getting involved in sports can help you feel energetic, positive, and self-confident.
   - Helping other people can give you a good feeling about yourself, too. Many social service agencies need volunteers. You could volunteer to read to someone with a visual handicap, make a social visit to an elderly person in a nursing facility, teach a hobby or sport to a youngster, raise funds for a charity, or pick up trash.
   - Participating in youth groups can help you feel a sense of belonging and connection to others. The members of these groups support one another as each person strives to find his or her place in the world. Youth groups also volunteer to help others in need.
   - Working at a part-time job not only provides you with spending money, but can also give you a sense of accomplishment and increased self-esteem. Not only can you learn a new skill, but you can meet new friends. Your family, friends, or school counselor may be able to help you find such a job.



Figure 5.4.7

   Activities like these give you a real sense of accomplishment. Your self-esteem will improve when you get better at your hobby. Drugs cannot give you these benefits; they can only temporarily produce a false feeling of well-being. In the long run, drugs always take far more than they give and leave the user with nothing but problems.

4. *Prepare yourself for situations where you may be offered drugs*.
   Standing up to peers when they want you to do something that you do not wish to do can be very difficult. When you go against the crowd, you risk rejection, which is scary. However, every time you make a decision to do what is best for you and those you care

about, you become a stronger person. You also gain the respect of those people who are your true friends. Your strength and your decisions may even give others the courage to do what is best for them as well. In today's school environment, saying "no" may not be easy, but it is definitely worth the effort.

Visualize different circumstances and different behaviors you can use to refuse offers of drugs. Have answers ready, such as the following:

- "I can't—I'm the designated driver. I don't want anyone in our group to get stopped on the way home and arrested."
- "No, I already feel fine."
- "No, thanks, I already have enough problems."
- "No, I need to be at my best—I'm running in the track meet tomorrow (interviewing for a job, taking an important test, acting in a play, etc.)."
- "No, thanks, I'll pass."
- "No, I don't like the way it smells, tastes, and makes me feel."
- "No, I'm not feeling too well, and I don't want to get worse."
- "No, my parents are crazy strict—they check my breath and make me walk a sobriety line when I come home. Psycho!"
- "No, thanks, I'd rather do something else."



Figure 5.4.8

At a party you can also keep yourself busy by dancing with a friend, or offering to DJ. You can also come to the party with a drink in hand (soft drink). People will be less likely to offer you alcohol if you are already holding a beverage. In general, don't say things that can sound preachy or judgmental.

If you do not feel comfortable saying "no" in a situation, find a way to remove yourself from the scene. Suddenly remembering an appointment or some other excuse can get you away from the situation and give you time to think of another way of handling it next time. The important thing is not to do the drugs.

5. *Release excess energy and learn how to relax*.

If you cannot sit still in your seat during class, maybe you are not exercising your body enough. Physical activities such as running, walking, biking, tennis, basketball, weight training, martial arts, skiing, and dance, among others, keep your body in shape while relaxing and focusing your mind during mental activities. If you have problems relaxing, try the relaxation methods in the chapter on stress, such as meditation, deep breathing, and visualization techniques.



Figure 5.4.9

6. *Don't be influenced by media messages about alcohol, tobacco, and drugs*.

   Music, videos, ads, and movies can make drug use appear glamorous and sophisticated. This is a psychological technique advertisers use to create a demand for their products. They use images or music to imply fun, relaxation, success, and power. But remember—companies that sell beer, cigarettes, and non-drug-related products, such as cars, have one main goal—they want your money.



Figure 5.4.10

   Your goal is to do what is best for you. Your defense against media promotion of habit-forming substances is the ability to read between the lines of the psychological game. Think about the message an ad is giving and decide for yourself whether it is accurate.

7. *Practice patience*.

   If there is a situation that makes you feel bad, you cannot think of a way to change it, and nothing you do seems to work, what can you do? Wait! You may not like that answer because waiting is difficult, especially for young people. But there will be times in life when the situation is out of your control.



Figure 5.4.11

   This fact is understandably hard for young people to accept. However, change is certain and inevitable. If you wait and stay alert, new solutions and opportunities will become available to you in time. To cope with the stress of a difficult situation until things do change, follow the tips in the chapter on stress. People on drugs never learn this lesson of waiting and miss opportunities to change their lives for the better.

Finding Help

If a friend you know is having problems and is considering abusing drugs to relieve the pain, you can be of help just by being there to listen and by affirming your personal decision that drugs are not a good way to deal with problems. In some cases, this may be all that is needed; a caring and strong presence can go a long way as can an informed discussion about what a particular drug can do to the mind and body.

There may be other situations, though, that require specific and professional help that you are not prepared to give. For example, if a friend or family member is an addict, you may seek professional help in doing an **intervention**. An intervention usually involves several people confronting the addict in a planned way. The goal is to get the addict to acknowledge their self-destructive behaviors and get help.

Key words

intervention:
A planned meeting where several individuals confront an addict about their self-destructive behaviors

When you realize that someone you know may have a drug problem, there are some choices of action you need to make. Here are some of your choices:

- Convince the person to seek help. Be prepared with the names of people and agencies that can provide help.
- Tell a responsible adult, such as an instructor or counselor, that you are concerned about the person. You may be reluctant to do this because it feels like telling on someone. However, especially in cases where you know the person is using life threatening drugs or participating in dangerous situations, you are really doing this person a favor. Your action may save a life.
- If you know of someone selling drugs, report the person to an appropriate authority. People who sell drugs have passed the point of having a personal problem. Drug dealers are hurting others.

Find out what types of help are available at your school and in your community for people with problems. Know the proper procedure for reporting drug-related incidents, and above all, show the Cadets whom you lead that you care about their well-being and are willing to help. Your example and your support can have a positive impact on those around you.

Conclusion

By now, you have a solid understanding of substance abuse and its effects on health and personal goals. You have also learned the importance of remaining drug-free and ways to avoid the pressures to abuse drugs. Use your knowledge to make your life and the lives of those around you better. You do have the power to control much of the way your life turns out. Set an example; your actions do make a difference in the world.

If you need help to be sober and drug-free, be brave enough to seek help. Search for substance abuse hotlines in your community. People who work in this area understand addiction and are committed to helping people kick the habit. If you know someone who needs help, be a true friend and pass this information along. Your assistance could save a life.

Lesson Check-up



- **How does the desire to "fit in" affect a person's likelihood of abusing substances?**
- **What are some strategies for refusing offers of alcohol, drugs, or tobacco?**
- **What should you do if someone you know has a substance abuse problem?**

CHAPTER 6



Figure 6.0



SERVICE LEARNING

Chapter Outline

LESSON 1: Planning for Service Learning (p.212)

Why is a plan and schedule important to the successful completion of a service learning project?

Planning for Service Learning



Key words

- operational goal
- strategic goal
- tactical goal

What You Will Learn to Do

Create the plan and schedule for a service learning project

Linked Core Abilities

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

Learning Objectives

- **Assess** the role of teamwork in completing a service learning project
- **Develo**p a service learning project schedule
- **Associate** the roles and responsibilities of service learning teams, recorder, timekeeper, facilitator, reporter, and debriefer

Essential Question

Why is a plan and schedule important to the successful completion of a service learning project?

Learning Objectives (cont'd)

- **Define** key words: operational goal, strategic goal, tactical goal

Introduction

In this lesson you will learn about the specific roles and responsibilities required for structured teamwork to be most effective. This information will help you as you move into the role of actively planning for a service learning project. You will also explore the various levels of planning and the importance of operational planning in the successful completion of your project.

Roles and Responsibilities in Structured Teamwork

Service learning requires active participation in structured teamwork, much like sports. Working within teams and solving problems together will help you become active participants. Many members are assigned team roles:

FACILITATOR

The facilitator leads team discussions to identify needs and prepare service learning activities. The facilitator is responsible for moving the team to accomplish its meeting tasks. The facilitator should ensure an environment that helps the team get the work done.



Figure 6.1.1



Figure 6.1.2

RECORDER

The recorder takes notes for the team and organizes information. The recorder is responsible for writing down the team's key points, ideas, processes, and decisions, recording only the facts and avoiding editorializing. Prior to a meeting, the recorder should review the agenda for action items. Then, they can prepare the easel pads prior to the meeting with headers for action items.

REPORTER

The reporter represents the team's voice and reports team findings. The reporter collects, organizes, and keeps the current data information relating to the needs of the project. The reporter assists in interpreting and analyzing the data, and then shares the data through graphs, displays, and reports.



Figure 6.1.3



Figure 6.1.4

TIMEKEEPER

The timekeeper keeps track of time and plans the schedule. Keeps the Meeting Running on Time! The timekeeper monitors how long the team is taking to accomplish its tasks and provides regular updates to the team on how well or how poorly they are using their time.

If time becomes an issue, the timekeeper will collaborate with the team to determine new time schedules and adjust the agenda as necessary.

DEBRIEFER

The debriefer encourages team members. The person in this role will lead a discussion after a presentation to ensure that all members are heard and that all members are encouraged to contribute.



Figure 6.1.5

TEAM MEMBERS

These are all the rest of the people on the team that do not have specific responsibilities at the meeting. However, their participation and input are critical to successful outcomes. Team members must be:

- Enthusiastic and committed to the team's purpose
- Honest and confidential as required
- Ready to share responsibility by assuming team meeting roles, share knowledge, and responsibility
- Willing to ask questions, even seemingly "dumb" ones; sometimes seemingly “dumb” questions provide a new perspective and can provide insight for the team
- Ready to complete duties in between meetings
- Respectful of the opinions and positions of others on the team, even when the person has an opposing view or different opinion

Roles can be rotated throughout the team’s existence with everyone sharing these responsibilities. If you are the leader, facilitator, recorder, or timekeeper you are still a contributing team member.

Planning for Service Learning

Planning for your service learning project involves more than one level of planning.

As you can see in *Figure 6.1.6*, the planning for service learning has more than one level. In an earlier lesson on service learning, you reviewed **tactical goal**s required to complete service learning. In this lesson, you will not only consider the tactical goals, you will develop the **operational goal**s needed for the execution of the service learning activity. Team members need to know their specific roles and responsibilities when executing the service learning project and the operational plan provides the specifics.

Operational goals are those goals that guide the team’s day-to-day work in the service project. They are established by the team. The team must always consider the tactical goals that they established prior to completing the operational goals and plans. Individual goals and objectives align with the operational goals and plans. Often these operational goals take the form of an activity.

Key words

tactical goal:
Support strategic plans by translating them into measurable objectives that indicate how the strategies will be implemented

operational goal:
Streamline the day-to-day activities of the tactical plan using a high level of detail

Key words

strategic goal:
Paint a picture of the desired future and long-term goals of the organization aligned with its mission

It is also important for operational goals to have clear performance standards or measures. What will it look like if the goal is accomplished? Details that clarify the measure must be documented. As you have already learned, whether operational goals, **strategic goal**s, or tactical goals, must be written in the SMART format. The goals are **S**pecific, **M**easurable, **A**ttainable, **R**esults oriented, and adhere to a **T**ime frame.

Content Highlight:
THE SMART SYSTEM OF GOALS

Specific – Identify a specific goal and write it down

Measurable – List the steps you will take to reach your goal

Attainable – Goals are realistic

Results – Set up check points to evaluate your progress

Time frame – Determine a time frame to achieve your goal



Figure 6.1.6

Conclusion

Planning for service learning requires structured teamwork and a specific operational plan. When you perform the responsibilities of your role and complete a thorough operational plan, your service learning project has the ingredients of success!

Lesson Check-up



- **Why is it important to have a strategy and tactical plan before creating an operational plan?**
- **Which roles within the structured teamwork plan interest you? Why?**

CHAPTER 7



Figure 7.0



CITIZENSHIP & GOVERNMENT



Chapter Outline

LESSON 1: Civic Duties and Responsibilities (p.220)

How do your civic duties and responsibilities contribute to a healthy community?

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LESSON 1

Civic Duties and Responsibilities



Key words

- civic
- civil disobedience
- community
- felony
- mandatory
- Selective Service
- tolerance

What You Will Learn to Do

Explain how the mandatory and voluntary responsibilities of citizens contribute to a strong community

Linked Core Abilities

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

Learning Objectives

- **Describe** the legal duties of U.S. citizens
- **Describe** the voluntary responsibilities of citizens
- **Explain** the value of community involvement in building a strong nation

Essential Question

How do your civic duties and responsibilities contribute to a healthy community?

Learning Objectives (cont'd)

- **Identify** opportunities for civic involvement
- **Describe** the benefits of civic involvement
- **Define** key words: civic, civil disobedience, community, felony, mandatory, Selective Service, tolerance

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Introduction



Figure 7.1.1

Have you ever thought about what makes our country a country? Is it the government? The national boundaries? The President? The Constitution? All of these things are part of our country, but they do not make it what it is. The citizens make our country what it is. We live in a democracy, and citizens have many ways to participate in shaping our nation. In this lesson, you'll learn about the legal duties of citizenship, as well as the voluntary responsibilities. You'll see that **civic** involvement is both rewarding and vital to a strong, healthy nation.

Whether you are aware of it or not, you are part of a **community**. A community is a group of people united by common government, location, interest, or activity. Communities, including nations, states, and cities, are made possible because a certain group of people have agreed to live near one another, depend on one another, buy and sell things together, and

Key words

civic:
Relating to citizenship or being a citizen of a community

community:
A group of people united by common government, location, interest, or activity

abide by the same laws or rules of conduct. Other communities arise as people unite behind a cause or common activity—like going to the same school. The members of a defined group do not have to agree on everything, but they do share things in common with one another that they do not share with other communities.

As you move from high school to your college and adult years, you become increasingly connected to the society around you. You will begin to fulfill more and more obligations to your community. At age 18, you must fulfill **mandatory** legal duties, like registering for **Selective Service**.

Other responsibilities are voluntary, such as voting in elections, but essential for our society to succeed.

Key words

mandatory:
Required

Selective Service:
The government agency that keeps records on and may implement the draft

felony:
A crime, typically involving violence; regarded as more serious than a misdemeanor

Legal Duties of Citizens

As American citizens, we have legal duties that we are required to perform. National, state, and local governments require Americans to perform certain duties established by laws. If we fail to perform them, we are subject to legal penalties, such as fines or imprisonment. By accepting all of these responsibilities and duties, we strengthen our communities and help secure our rights. Some countries require their citizens to perform many duties, such as serving a certain number of years in the military. Although the U.S. government asks less of its citizens, it does require that they fulfill the following duties.

OBEY LAWS

Following the law is a citizen's most important duty. Our laws are designed for specific purposes—to help people get along, to prevent accidents, to see that resources are used fairly, and so on. If we do not obey the law, then governments cannot maintain order or protect our health, safety, and property.



Figure 7.1.2

Breaking the law results in the loss of citizen rights. If you are found guilty of a crime, you can be ordered to pay a fine or serve time in jail. In most states, people convicted of a **felony**, a more serious crime, lose the right to vote while they are in prison. In some states, ex-convicts lose the right to vote unless they formally apply to have their voting rights restored after they have served their jail time.

Citizens have a duty to obey laws at all levels of government. At the federal level, U.S. citizens must respect and defend the Constitution and all federal laws. State and local laws must also be obeyed. The imperative to obey laws is so strong that one of the ways citizens protest politically is to break laws.

This is called **civil disobedience**. For example, in the last century, people protested race-based laws in some southern states by breaking those laws. They sat in restaurant sections that were labelled "whites only." In one of the most famous cases in 1955, Rosa Parks was arrested after refusing to give up her seat on a bus to a white passenger. Civil disobedience continued throughout the 1950s and 60s. Eventually, the courts ruled that race-based laws like this were illegal.

Key words

civil disobedience: Intentionally breaking a law as a form of protest

PAY TAXES

Taxes pay for the government's activities. Without them, the federal government could not pay its employees, maintain armed forces to defend the country, and help those in need. Your local government could not hire police officers or firefighters, and your state could not pave roads or maintain parks.

Citizens pay taxes in several ways. The federal government and some states and cities collect income taxes—a percentage of what people earn. Most states and some cities collect taxes on the sale of goods and services—the sales tax you pay at the store or when you buy or register your automobile. Most local governments collect taxes on the residential and commercial property within school districts.

Some people complain about taxes, forgetting all of the services they enjoy because of taxes. Others complain that people are not taxed fairly and that wealthy people pay a lower percent of their income than working people. In 2011, billionaire investor Warren Buffett announced that he paid only 17.4 percent of his taxable income in federal income taxes, a lower percentage than any of his 20 employees. He proposed that federal tax rates be raised for taxpayers making more than $1 million.

DEFEND THE NATION



Figure 7.1.3

You may have heard of the draft, the action by the government of selecting those required to serve in the military. Although the U.S. has not drafted service members since the Vietnam War ended in 1975, the government keeps a record of eligible young men in the event of a national crisis. The agency that keeps these records and executes the draft is called the Selective Service System. U.S. law requires all men who are citizens or residents to register no later than 30 days after they turn 18. Men are eligible to be drafted until they turn 26. The Selective Service law specifically refers to men; for women to be drafted, Congress would have to change the law.

Young men who turn 18 will receive a notice in the mail informing them of this requirement. Even if they do not receive the notice, they must still register. Registering does NOT mean they will automatically be drafted. Some countries, like South Korea, Israel, and Mexico require all young

men to serve in the military for a year or two. The U.S. government prefers to make the military an all-volunteer force. The government sees drafting people as a last resort for providing additional troops needed in a crisis.

Men who turn 18 can register for the draft using one of these methods:

- *Online* – search for the Selective Service System website. There is an online form to complete that fulfills the registration requirement.
- *Post office* – registration forms are available at the post office. Mail the form to the Selective Service address listed on the form.

Your high school may also have forms to help you register. In addition, if you apply for financial aid to college, you can check a box on the form that will automatically register you with the Selective Service.

Young men face serious consequences if they do not register with the Selective Service. Failing to follow this law is a felony punishable by a fine of up to $250,000, a prison term of up to five years, or a combination of both. Also, a person who knowingly helps another to fail to comply with this law is subject to the same penalties.

If a man fails to register before turning 26 years old, even if he has not been caught, he may find that some doors are permanently closed. Student financial aid, government funded job training, and government jobs all require that you have followed the law.



Figure 7.1.4

There are very few exceptions to the requirement to register. For example, foreign students studying in the U.S. do not need to register. However, permanent legal immigrants do need to register. People who are confined in jail, or who live in an institution because of a disability do not need to register. Men who are already in the armed forces on activity duty, or students in certain military programs do not need to register.

SERVE IN COURT

Another civic duty of all U.S. citizens is jury duty. A jury is a group of adult citizens who listen to the evidence in a court case and decide which side is in the right.

Typical juries consist of 12 citizens. Before they are selected to serve on a jury, the court will screen them. During the screening process, the judge usually describes the type of case and asks if there are any reasons the potential jurors cannot serve. The judge and lawyers in the cases also ask if the potential juror has any experiences or beliefs that might cause them to be biased or unfair in their judgement of the case. For example, if a court case is about a drunk driving death, lawyers might ask potential jurors about their own substance abuse experiences and beliefs.

To make trials fair, a jury consists of ordinary people. These people have regular jobs, but they are required to serve on the jury to provide the fairest perspective possible on the evidence from the common person's point of view. Another duty of citizens is to serve as witnesses at a trial if called to do so.

Once you turn 18, you will be eligible for jury duty. Unlike voting and the draft, however, you do not actually have to register for jury duty. By being registered as a resident of your state and county (through getting a driver's license, paying state and local taxes, or registering to vote), you place your name in a long list of residents who are eligible to serve on a jury in your area. The court selects potential jurors randomly. Jurors need to be available for a short period of time, typically a week, for trials in their area. If you are not able to fulfill your duty because of health issues, work, or military service, the court will give you an exemption. An exemption is a release from the requirement or a deferral, a delay of your duty to a later time.

Some people think of jury duty as an inconvenience. However, many people who have served on juries find that they feel honored to be entrusted with this responsibility. Consider that jurors have the power to decide if a certain law has been unjustly applied, if an innocent person has been charged of a crime, or if police unjustly gathered evidence or testimony against a person. You could help put a criminal in jail. You could also help free an innocent person. If you care about justice, you care about jury duty.

ATTEND SCHOOL

Most states require young people to attend school or be home schooled until age 16. This requirement benefits you, your community, and our nation. Knowledge and skills can help you make wise decisions, and our democratic system of government needs informed citizens with a basic education to operate well. In school, you should gain an understanding of history, government, science, and other important subjects. You should also learn to think through problems, form opinions, and express your views clearly.

A Citizen's Civic Responsibilities

Several responsibilities of citizenship are voluntary obligations rather than legal duties. If you ignore these, you won't be arrested or punished. Yet, if you fulfill them, you can help our democracy flourish and reap personal benefits as well.

BE INFORMED

Every day government leaders make decisions that affect your life. The state legislature, for example, might pass a law changing the rate of sales tax you pay. Your school board might vote to start the school day earlier. Your town council might set aside funds for a new recreation center. As a citizen, you have a responsibility to know what the government is doing so that you can voice your opinions on matters you feel strongly about. In addition, you have a duty to obey the laws whether or not you know what they are, so you should stay informed.



Figure 7.1.5

As mentioned earlier in this lesson, you can learn more about local and national issues and leaders. You can

read books, websites, newspapers, and magazines. You can also listen to the news on television or radio and talk with your teachers, family, and friends. However, not all websites, articles, or friends (or other types of sources) are accurate, so you must be sure you are receiving correct information. Do not trust all statistics you read and do not assume people you know well have all of the facts. Crosscheck information with other sources. Know the difference between facts and opinions. Many so-called sources of news are actually opinions.

Being informed also includes knowing your rights. For example, people accused of crimes have the right to be represented by a lawyer. If people were unaware of that right, they might not receive fair trials.

VOTE

Voting is another responsibility of citizens. Through free elections, citizens have the chance to choose their leaders and voice their opinions about various issues. What makes an election fair and free? First, everyone's vote must carry the same weight. This principle is often expressed in the phrase "one person, one vote." Second, all candidates have the right to express their views freely to the public. It would not be right if the President, for example, ordered the police to arrest someone who wanted to run against him in the next election and gave a speech criticizing his policies.

Voting rights must be equally available to all, with only very basic restrictions—you must be 18, you must be a U.S. citizen, and for state and local elections, you must be a resident of the state or community you vote in. Governments cannot use other factors, such as race, gender, and ethnic and religious background, to keep a person from voting.

A final voting right we have is the right to vote by secret ballot, without fear that the government will punish us for the way we voted. In many countries today, citizens do not have these basic rights.

Voter participation is an important issue. As the graph in *Figure 7.1.6* shows, less than half of voters vote in congressional elections. Voter participation is higher in presidential election years.

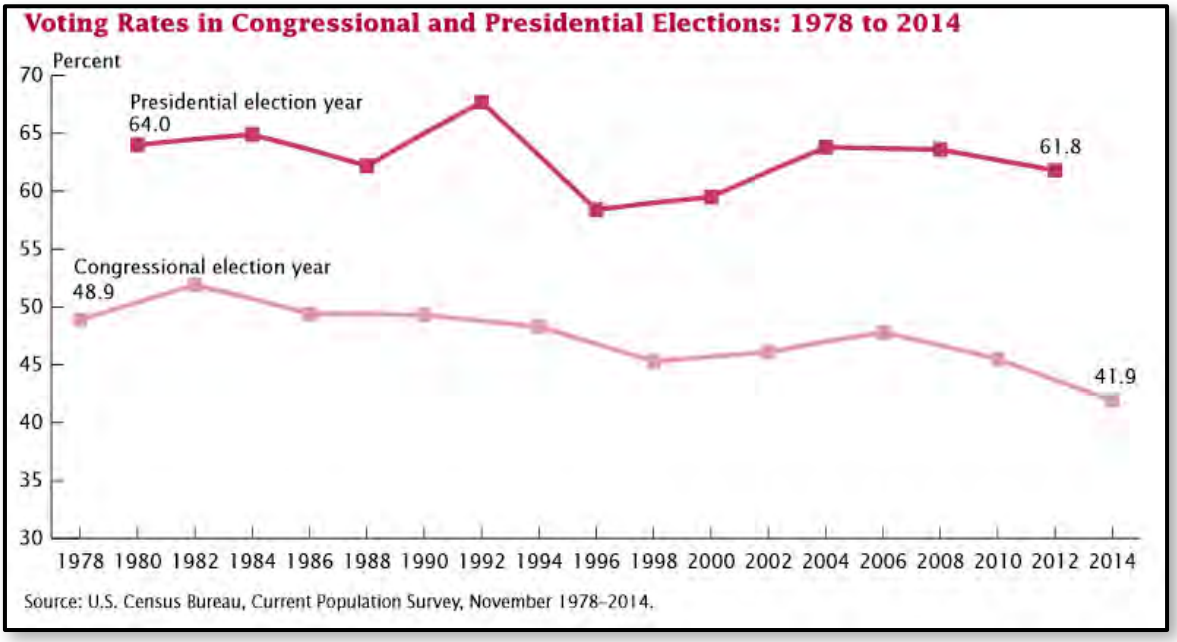

Figure 7.1.6

You may feel that your one vote among millions of others' votes cannot possibly make a difference. However, if everyone felt that way and decided not to vote, we could not have an election. Yours may be just one among many, but you owe it to your country, yourself, and those whose views you share (those whom your vote supports) to make your preference heard.

Elected leaders need to hear from citizens. They make decisions that affect you and your future. For example, they make laws and rules about college tuition, student loans, driver's license requirements, and voting rules. Many elections, especially for state and local leaders, are won and lost by closer margins than you might think. As former President Franklin D. Roosevelt said, "The ultimate rulers of our democracy are not a President and senators and congressmen and government officials, but the voters of this country."

RESPECT OTHER'S RIGHTS

To enjoy your rights to the fullest, you must be prepared to respect other people's rights. For example, if you own a dog, you have an obligation to keep it from becoming a nuisance to your neighbors. If you are in the library, you should not interfere with anyone's right to work quietly. However, if the library caught on fire, you do have a responsibility to interrupt everyone and warn them the building is on fire.



Figure 7.1.7

Citizens also have a responsibility to show respect for public property and for the property of others. Some people might claim that no one gets hurt when they litter in a park or paint graffiti on a school wall. However, that public property belongs to us all, and we all pay through our taxes when someone damages it. Vandalism and littering are actually more than disrespectful acts; they are crimes. Many of our laws encourage people to respect others' rights. If you have a party that gets out of hand, for example, you could be arrested for disturbing the peace.

In a democratic society like ours, with such a diverse population, it is especially important to respect the civil liberties of others. Although you may disagree with people or disapprove of their lifestyles, they have an equal right to their beliefs and practices. Respecting and accepting others, regardless of their beliefs, practices, or differences is called **tolerance**. Treating others politely and respectfully is thus part of being a good citizen. One of America's strengths has always been the diversity of its people.

Immigrants have brought a variety of religions, traditions, and lifestyles to this country, and they continue to do so. As citizens, we have a responsibility to respect the practices and traditions of others when they are different from our own, just as we expect them to respect our differences. There are no levels of citizenship in the United States. All citizens are equal and entitled to be treated the same under the law.

Key words

tolerance:
The ability to respect and accept others, regardless of their beliefs, practices, or differences

CONTRIBUTE TO THE COMMON GOOD

Responsible citizens care about others. They are willing to contribute time, effort, and money to help other people and to improve community life for everyone. Think about what your community would be like if no one donated to charities, volunteered in after-school programs, or lent a hand at the local health clinic. What if no one ever spoke out about community problems? Communities and governments need people to participate. If we want our communities to thrive, all American citizens must be active participants and not just idle bystanders.

The Need for Citizen Involvement

All JROTC programs encourage and provide opportunities for community involvement. Just doing your schoolwork, playing sports or band practice, going to work, and catching a movie once in a while with friends may seem like all you have time for. However, you may be surprised at the variety of ways and the ease with which you could contribute to the good of your community, grow as an individual, and have fun doing so.

So what should you do if you want to get involved in your community? Where should you start? Starting with something already organized will help you learn what volunteering is like and what kinds of things you enjoy doing. Through JROTC or other community service groups, you might find, for example, that you really enjoy reading to elderly people or at the local elementary school. You might also volunteer at a health clinic, but find out that you did not enjoy it as much as you expected.



Figure 7.1.8

Government provides a wealth of services. We rely on government for everything from local police protection to national defense, and from collecting household trash to ensuring clean water and air nationwide. Citizens, however, also share responsibility for meeting community needs. The government, after all, has limited resources. In addition, governments are bureaucracies—complex systems with many departments, rules, and people in the chain of command. Therefore, the government cannot always respond quickly or efficiently to social problems.

In many cases, private citizens can solve problems or meet needs better. Good citizens are concerned about the welfare, the health, prosperity, and happiness of all members of the community. President Barack Obama has asserted that community service is one way Americans can "make this country stronger." Every year more than half of all Americans do volunteer work to help make their communities better places to live. These volunteers include more than 14 million students in grades 6 through 12. Without the efforts of so many private citizens, many important social needs simply would not be met.

VOLUNTEERS IN ACTION

Community involvement tends to be rooted in individual action and informal groups. People are more likely to participate when they feel a personal connection to a cause or know others involved. Thus, they join their Neighborhood Watch or become active at their child's school. They reach out to the community through their religious congregations or service clubs like the Lions and Kiwanis. Some people, however, volunteer through more formal channels such as charitable organizations, school-based programs, and national service programs.



Figure 7.1.9

Charitable Organizations

More than one million charities are officially registered with the federal government. Many are small and locally based. They often work on one or two projects, such as helping the victims of domestic abuse or preserving historic landmarks.

Other organizations, such as the United Way, the Boys and Girls Clubs of America, and Big Brothers Big Sisters of America, are large, national bodies with varied activities serving millions of people. All of these groups depend on ordinary people who give their time freely. Most, however, also have some staff (who are paid through financial donations to the organization) who help set organizational goals, manage the budget, and oversee operations. They may also provide training to volunteers. In this way, volunteers gain skills that they can use in other parts of their lives.



Figure 7.1.10

School-Based Programs

Across the country, more than half of all schools now arrange community service for students in grades 6 through 12. Several hundred school districts even require it. In Atlanta, Chicago, and the entire state of Maryland, for example, high school students must volunteer a set number of hours to earn a diploma. Some people believe that community service is less meaningful when it is required. According to one school official in Atlanta, however, the "students think it's a neat idea, and for many of them it is nothing new." Many have already been active volunteers in the community.

Also, in more than 3,400 high schools across America and overseas, more than 550,000 JROTC Cadets are actively involved with community service projects. JROTC Cadets contribute more than 10 million hours of community service, from reading to elementary students to maintaining hiking trails. Without this volunteerism, most of these services would not get done. Being part of a JROTC program should be a source of pride for Cadets who give back to their community.

OVERVIEW

- 26.5 percent of US residents volunteer
- 32.4 volunteer hours per resident
- 64.5 million volunteers
- 7.9 billion hours of service
- 51 percent of US residents donate to charity
- 9 percent of residents participate in public meetings
- $175 billion of service contributed



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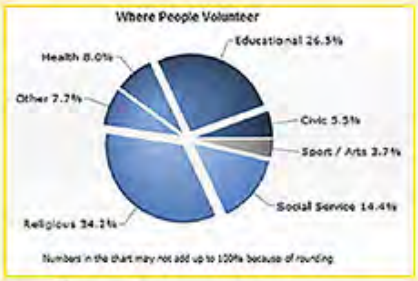
HOW YOU CAN VOLUNTEER

Places to Volunteer

- Homeless shelters
- Food banks
- Hospices and hospitals
- Special Olympics
- Habitat for Humanity
- State and local parks
- City parks
- Schools or after-school programs
- Libraries
- Senior citizen centers
- Animal shelters
- Environmental organizations
- Political campaigns
- Red Cross and Salvation Army
- Local charities and organizations
- Your school or community government

Sample Volunteer Activities

- Prepare and distribute meals
- Help organize a food drive
- Talk with families and kids
- Help raise funds or lead activities
- Help build a house
- Clean up trails or pick up trash
- Assist with recreational activities
- Tutor a child or new immigrant
- Read to children or reshelve books
- Deliver meals to homebound seniors
- Take care of animals
- Lead hikes or lobby for a cause
- Lend a hand at the campaign office or join a letter-writing campaign
- Help out in an emergency
- Create a website
- Hold an elective office, attend a city council or school board meeting or public hearing and voice your opinion



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WHY SHOULD YOU VOLUNTEER?

- To help others
- To learn something new about an activity or organization
- To meet people and make friends
- To beat boredom
- To better deal with a loss you have experienced (such as the death of a loved one)
- To learn something new about life
- To explore careers

There are many volunteering opportunities in your local community. All volunteers are valuable resources to their communities.

Figure 7.1.11

THE BENEFITS OF VOLUNTEERING

The United States has always been a nation of volunteers. When Alexis de Tocqueville, a French political writer, visited America in the 1830s, he was amazed to see citizens pitching in to solve community problems rather than relying on the government. He explained it as "self-interest rightly understood." In other words, by banding together to serve the community, we also serve ourselves.

When you volunteer, you benefit both yourself and others. Volunteer work helps you build skills that one day may help you get into college or launch a career. You may also benefit from working with people you might not otherwise meet who could turn out to be future colleagues, bosses, and friends.

Conclusion

As you become an adult, you become more responsible for contributing to the well-being of the communities you live in. Whether the responsibilities are required by law or voluntary, think of them as privileges instead of obligations. Because others in the past have dedicated so much, today we can exercise the privileges of voting, joining the military, serving on a jury, or making a difference as a volunteer. Volunteering makes our communities better places to live and improves teamwork, leadership, and problem-solving skills. You can make a difference in someone else's life, as well as your own.

Lesson Check-up



- **What is civic involvement?**
- **Compare the mandatory citizen duties with the ones that are voluntary.**
- **Why is it important for citizens to be informed?**
- **What are the benefits of volunteering in your community?**

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Glossary

A

accommodate - To go along with or make arrangements for the wishes of others

accreditation - The process of certifying that all requirements of a school, curriculum, etc., have been met

addict - A person who has a physical or psychological need for a habit-forming substance, such as alcohol, tobacco, or other drugs

admissions - College entrance requirements

agenda - A plan or outline for a meeting

alcoholism - A progressive, chronic disease involving a mental and physical need for alcohol

allocate - To set aside or assign for a specific purpose

anabolic steroids - A type of performance enhancing drug with serious side effects

antiseptic - A substance that kills germs

B

benevolence - Characterized by being kind or doing good

binge drinking - Consuming many alcoholic drinks in a very short period of time

C

civic - Relating to citizenship or being a citizen of a community

civil disobedience - Intentionally breaking a law as a form of protest

collaboration - The act of working together

college - An independent institution of higher learning offering a course of general studies leading to a bachelor's degree; a part of a university offering a specialized group of courses; an institution offering instruction, usually in a professional, vocational, or technical field

command channels - The communication route for commanders to transmit orders to all subordinate units; all orders are transmitted in the name of the commander

community - A group of people united by common government, location, interest, or activity

community college - Also known as junior college; two year college offering courses and programs leading to technical certificates, one- or two-year technical diplomas, and associate degrees

compromise - To settle differences by bargaining gains and losses

compulsive - Relating to an irresistible urge, often against rational thoughts

continuous improvement - The ongoing process of improvement

coordinating staff - A commander's executive officer and all of the staff positions the executive officer supervises

correction - To make or set right

cover - The distance between Cadets in a column

culture - Learned behavior or traditions that are transmitted from generation to generation



deadlock - A standstill or stalemate

dependency - The state of needing something or being dependent on it

depressant - A type of drug that slows activity of the nervous system, making you less alert and less attentive

detoxification - Treatment for addicts that involves abstaining from a substance to remove all traces of it from the body

discrimination - The unfair treatment of a category of people, usually based on race, age, or gender

diversity - Having a variety of groups or types

drug abuse - Using a legal or illegal drug for a non-medical reason in a way that can injure your health or ability to function

drug misuse - Taking a legal drug for medical reasons, but not as recommended or prescribed



ethanol - The substance in alcoholic beverages that causes intoxication

ethical dilemma - Situations involving choices where the options available are not fully ethical

ethnicity - Having to do with large groups who share the same customs, language, religion, origin, and so on



felony - A crime, typically involving violence; regarded as more serious than a misdemeanor

financial aid - Financial assistance for post-secondary education; comes in the forms of loans, grants, and scholarships

formations - A particular grouping of Cadets for drill



grants - Type of financial aid that you do not have to repay; recipients selected based on financial needs

group cohesion - The characteristic of group members sticking together, or group unity



habitual - To do something constantly, as a habit; procrastination is to habitually put off doing something, especially out of carelessness or laziness

hallucinogens - Drugs that make you see or hear things that are not real

human resources - General field in which the company provides a product or service

hypothermia - The condition of having a dangerously low body temperature

hypothetical - Based upon an imagined example or conjecture



impartial - Treating everyone equally

incremental - Adding on, often in a series of small steps

industry sector - General field in which the company provides a product or service

inevitable - Certain to happen or unavoidable

inhalants - Household chemicals that are inhaled for psychoactive side effects

internship - Professional career training, sometimes paid; similar to an apprenticeship for skilled trades

interval - Approximately one “arm’s length” between Cadets in formation

intervention - A planned meeting where several individuals confront an addict about their self-destructive behaviors

intoxicant - A substance that causes excitement, confusion, or loss of control when consumed

intravenous - Through a vein

iterative - The process of repeating steps to revise or improve outcomes



job objective - A brief statement that describes the type of position you are seeking



legitimacy - In accordance with fairness, rules, or standards

logistics - A branch of military science dealing with movement of supplies, equipment, and personnel



majority-minority - A population where all of the combined minority groups make up a larger percent than the largest minority

mandatory - Required

Memorandum of Instruction - A written document that details the specifics of a project or mission

minutes - The official record of what happened at a meeting

mitigate - To overcome or fix a problem

multitasking - Doing more than one thing at a time



narcolepsy - A disease that makes a person have uncontrollable bouts of sleep

narcotics - A group of drugs used to treat pain

nativism - The idea that the interest of native inhabitants is more important than those of immigrants

negotiation - A discussion where the goal is for all parties to reach an agreement they will honor

networking - Meeting people and making contacts; the exchange of information or services among individuals, groups, or institutions

nicotine - An addictive substance in tobacco products

normal - Conforming to a standard; usual, typical, or expected



open-admissions policy - A policy that permits enrollment of a student who has a high school diploma or equivalent, or in some cases, regardless of academic qualifications

operational goal - Streamline the day-to-day activities of the tactical plan using a high level of detail



paranoia - A mental disorder where a person thinks everyone is against him or her

PEDs - Performance-enhancing drugs

peer - A person who belongs to the same age group or social group as someone else

personal staff - A commander's command sergeant major and the color guard

portfolio - A file or document that contains a student's achievement over time and provides an in-depth picture of the student's skills and competencies

prejudice - Bias for or against a thing or a group of people

prioritize - To determine the order for dealing with a series of items, activities, or tasks according to their importance to a goal or value

procrastinate - To delay doing something that needs to be done because you do not want to do it

progression - A series of stages or steps

psychoactive - A substance that affects mental processes



recovery - The process of alcoholics learning to live an alcohol-free life

remediating - Correcting a flaw or mistake

résumé - A short account of one's career path and qualifications

room and board - The cost for college living and the cost for food while attending college

ROTC - The Reserve Officers' Training Corps is a course that you can take while in college; after graduating from college and successfully completing the ROTC training, you become a commissioned officer



scholarship - Types of student financial aid that you do not have to repay; received as result of academic, athletic, or artistic achievement

sedatives - Drugs that depress the central nervous system

Selective Service - The government agency that keeps records on and may implement the draft

sobriety - Living without alcohol

solvent - A liquid used to dissolve other substances

staff channels - The communication route for staff to transmit information to other staff and subordinate commanders

standard operating procedure - A list of established actions to carrying out a given task

stereotyping - Categorizing a group of people

stimulant - A drug that increases levels of activity in some parts of the body

strategic goal - Paint a picture of the desired future and long-term goals of the organization aligned with its mission

supervise - To oversee (a process, work, workers, etc.) during execution or performance



tactical goal - Support strategic plans by translating them into measurable objectives that indicate how the strategies will be implemented

tar - The dark, thick, sticky liquid that forms when tobacco burns

THC - The active drug in marijuana

time management - Keeping control of your time in a way that best enables you to achieve your goals according to your priorities

tolerance - The ability to respect and accept others, regardless of their beliefs, practices, or differences

transcripts - Permanent list of classes and the grades you've earned in those classes. High school transcripts may also contain information about overall GPA, attendance, and class ranking

tuition - The fee for instruction



university - An institution of higher learning providing facilities for teaching and research, and authorized to grant academic degrees including bachelors, masters, and doctorate degrees



workflow - The amount of work to and from a team member, employee, office, or department

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