

From Concern to Action: What it Means To Become A Leader

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Overview

As a result of participation in the Pittsburgh Teacher's Institute seminar, "Diversity and Resistance," this unit of curriculum, entitled "From Concern to Action... What It Means to Become A Leader" will take an in-depth look at the United States Army's training and educational system as it evolves into the 21st century. Primarily, the emphasis of this unit will be on the Army's Junior Reserved Officers Training Corps (JROTC) program. This program, under the auspices of the Army, is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them enhanced self-esteem, teamwork and self-discipline.

Being a good citizen means getting involved when something, which may or may not be a cadet's personal responsibility, needs to be done. It requires recognizing that we all have much in common, yet we all benefit from diversity when working toward common goals. It means choosing behaviors such as reciprocal communication that help, rather than hinder progress and improve the quality of everyday life. Therefore, we must model the desired behaviors and deeds, as well as motivate students to become better citizens and leaders.

The focus of the JROTC program is reflected in its mission Statement: "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens.

Each culture has its own set of values, ideas or beliefs about which members of the group feel strongly enough to act on and live by that belief. These values are expressed in a number of different ways and forms, such as language, religion, history, the arts, and in a variety of other customs and traditions. These are most frequently learned and passed down from generation to

generation. We live in a nation which is made up of many cultures and it is, in fact, this multicultural and multiracial aspect which makes it mandatory that each citizen learn to understand, value, respect, and appreciate diversity.

Leaders must be able to assist persons in understanding and dealing practically with present thinking, deciding, feeling and action behaviors. Persons are free agents, each in control of his/her own destiny. A leader must also understand biases, i.e. an opinion or set idea about someone or something, whether positive or negative. Young leaders must get to know each other and build relationships. From a military perspective, when we think of a leader, we think of someone who is in charge, someone with authority. However, to be an effective leader, one must possess certain traits and abide by certain principles. Militarily, leadership is the process of influencing others to accomplish a mission. The leadership skills you use are the same whether in the National Honor Society, a classroom, your neighborhood, church, home or JROTC.

To be a good leader you must provide the team with a purpose, direction and motivation. Purpose helps the group understand why the project or task is performed; direction shows what must be done; and motivation gives the group the desire to do everything it is capable of doing to accomplish the mission.

There are three basic styles of leadership in the army..... directing, participating and delegating.

Leaders use the directing leadership style when they tell subordinates what they want done and how they want it done, without getting advice or ideas. This style is clearly appropriate in many situations. When time is short and you know what needs to be done and how to do it, this style is the best way to accomplish the mission.

The participating style is used when leaders consult with one or more subordinates and ask for their opinions in determining what to do and how to do it. Although the leaders ask for information and recommendations, they are the ones who make the final decisions.

Leaders use the delegating style when they delegate decision-making authority to a subordinate or to a group of subordinates. This style is appropriate when certain essential subordinates are able to determine what needs to be done and how to do it.

As leaders, there are several guidelines that will greatly assist a leader as he/she exercises his/her leadership style:

1. You must be resourceful in proposing new problems, applying principles and making suggestions
2. You must demonstrate initiative in promoting school activities
3. You must exercise positive influence on peers in upholding school ideas
4. You must contribute ideas that improve the civic life of the school

5. You must inspire positive behavior in others
6. You must demonstrate academic initiative
7. You must be the forerunner in the classroom, at work, and in the school or community

Finally, from the military perspective, to be a good leader, you must have an honest understanding of who you are, what you know, and what you can do. You need to know your strengths, weaknesses and limitations so you can control and discipline yourself to lead effectively.

To ensure cadets understand not only the military side, but also what the civilian perspective is and how they interrelate. I agree with Rudolph Verderber in his book entitled *The Challenge of Effective Speaking* who says in Walter Lippmans, "Roosevelt Has Gone," April 1945, stated, "The Genius of a good leader is to leave behind him a situation which common sense, without the grace of genius, can deal with successfully".

From the civilian perspective, leadership according to Bernard M. Bass may be defined as exerting influence to help a group achieve a goal. He asserts, that influence is the ability to bring about changes in attitudes and actions of others. He further states that in the context of a task or problem solving discussion, this element of leadership means accomplishing the task or arriving at a solution that tests out to be the best solution available at that time.

Leadership traits are essential in civilian society as well as the military because these leadership traits are individual characteristics that predict an individual's success as a leader. Studies conducted over the years seem to show that the individual traits of ability, sociability, motivation, and communication skills are related to effective leadership. Marvin Shaw, a leading researcher in group studies, found that in the area of ability, leaders exceed average group members in intelligence, scholarship, insight, and verbal facility; with regard to sociability, leaders exceed group members in such things as dependability, activity, cooperativeness, and popularity, regarding motivation, leaders exceed group members in initiative, persistence, and enthusiasm; finally, leaders exceed group members in various communication skills.

Every group needs leadership. Whether or not a leader has been appointed (military) or elected (civilian), informal leaders often emerge from the ranks of the group on the strength of their leadership traits and skills.

Although there is no one "right" way to lead, different group situations often require different leadership styles. Leadership styles are patterns of behavior adopted by group leaders. Most recent studies look at leadership styles as either task oriented (sometimes called authoritarian) or person oriented (sometimes called democratic).

Pioneer work by Ralph White and Ronald Lippit suggests the following advantages and disadvantages of each style:

1. More work is done under a task- oriented leader than under a person-oriented leader.

2. The least amount of work is done when no leadership exists.
3. Motivation and originality are greater under a person-oriented leader.
4. Task-oriented leadership may create discontent or result in less individual creativity.
5. More friendliness is shown in person-oriented groups.

Finally, research by Fred Fiedler suggests that whether a particular style of leadership is successful depends on the situation:

1. How good are the leader's interpersonal relations with the group?
2. How clearly defined are the goals and tasks of the group?
3. To what degree does the group accept the leader as having legitimate authority to lead?

This curriculum unit will address all of the above leadership styles.

Rationale:

"My job is to make your job easier. When you come to me, you're saying you're ready to make a commitment. You're ready to put it all on the line to defend this country, so I train you. I teach you to be a soldier and I instill good discipline. Develop good discipline and initiative. Build your faith and trust in the chain of command. Set realistic objectives, allow you to grow and encourage you to learn from mistakes. My job being a leader is to make your job of becoming a leader easier". The above quote was made in 1985 by the U.S. Army to promote their theme of The Year of Leadership.

This seminar affords me the opportunity to write curricula that conveys to my students the idea that they must be personally responsible when dealing with "diversity." This curriculum will be based on the premise that we must recognize basic human needs, as well as develop attitudes and behaviors that can positively influence prejudice and discrimination, even in its most subtle forms. Students must also learn to think carefully about their actions and analyze the projected or anticipated outcomes.

I concur with James Jones, Prejudice and Racism, when he supports Linville (1985), Thickett, Watts, Birman(1994) and others in that, collectively, our society benefits from diversity, because negative events or ill-advised courses of action can be corrected by the diversity of reactions and influences. For that reason, this unit will focus primarily on Leadership Diversity as I attempt to demonstrate the positive aspects of Diversity in Leadership while motivating the JROTC students to become better citizens.

The value of Junior Reserve Officer Training Corps (JROTC) has been debated since its inception in 1916. Congress established JROTC IN 1916 with the broad mandate to develop good citizenship and responsibility in young people. The movement to organize for youth

development is very clear. Examples abound: The National Guard Youth Challenge Program, America's Promise, STARBASE (Scientific and Technology Academics Reinforcement Basic Aviation and Space Exploration Program). The list has grown steadily and rapidly. In one way or another, these organizations all seek to channel the latent energies of our youth away from "hanging out", as individuals or in gangs, and toward realizing their potential for self-improvement and service to others in higher causes directed to the welfare of their communities and their nation. The oldest and largest public enterprise for youth development is JROTC.

The future of our nation resides in young people. Youth development has a long history as a community activity in the United States, and many organizations, including JROTC, exemplify that spirit. Yet it is clear that a large number of our youth face significant challenges that can lead to serious legal, social, financial, educational, emotional, and health problems. Although it is not specifically the mission of JROTC to concentrate on the most troubled of our youth, it is helpful to view the program in the context of the overall federal government approach to youth development, which does involve a great effort at supporting youth classified as at-risk. A view of previous research yielded several studies (ranging from local school systems to the nation) suggesting that students benefited from involvement in JROTC.

- Disciplinary infractions: 5.18 percent of JROTC members V.S. 13.94 percent of the overall school population;
- Attendance: 84.2 percent V.S. 74 percent;
- Graduation: 94 percent V.S. 89.4 percent.

Army cadets perform better than the overall school population in every area that is routinely measured by educators, including academic performance: grade point average (GPA) 2.68 V.S. 2.57; scholastic Aptitude Test (SAT) 901.2 V.S. 865; American College Test (ACT) 25.24 V.S. 24. Overall findings are that JROTC indeed is beneficial to communities. It strengthens our youth, our communities, and our nation. JROTC seeks to nurture individuals in the service of a common cause.

JROTC is an elective course taught at George Westinghouse High School (GWHS) since 1994. Classroom instruction is combined with extra-curricular activities. Goals include enhancing awareness of rights, responsibilities, and privileges of citizenship. The JROTC Program (course) at GWHS is open to all students in grades nine through twelve. However, this curriculum will be taught to the incoming ninth grade classes.

This curriculum is appropriate in an inner-city school that suffers from all the problems associated with today's inner-cities, i.e. a high incidence of violent crime and housing violations, single parent families, a large percentage of student absenteeism and dropouts. Although the background history of the students is rich and diverse, it appears to be a mind set that many of the students are limited in their scholastic abilities. These students possess the skills to become positive and very strong students and subsequent leaders in their school, community, and the nation as a whole.

Objectives:

Upon completion of this unit Cadets will be able to:

- Appreciate the ethical values and principles that underlie good citizenship.
- Develop leadership potential with the ability to live and work with others.
- Think logically and to communicate effectively with others, both orally and in writing.
- Display leadership potential and the ability to live and work cooperatively with others; demonstrate leadership in situations involving conflict resolution.
- Demonstrate positive self-esteem and winning behavioral concepts in a culturally diverse society.
- Express a desire to graduate from high school.
- Explain the importance of communications.

Strategies:

Citizenship gives the cadets the opportunity to demonstrate knowledge of the values/principles that underlie good citizenship. Emphasis will be placed on topics such as the importance of the U.S. Constitution, Bill of Rights, responsibilities of U.S. citizens, basic national values, differences between democracy and communism, to plan and conduct meaningful community service projects in support of mentoring activities, community's drug abuse prevention efforts, special programs, etc.

Leadership will be approached from A Situational Leadership Model compiled by Colonel Donald E. Waddell III. In this model, James L. Stokesbury states "Leadership remains the most baffling of arts... as long as we do not know exactly what makes men get up out of a hole in the ground and go forward in the face of death at a word from another man, then leadership will remain one of the highest and most elusive of qualities. It will remain an art." The art of leadership that Stokesbury alludes to is a subject studied more seriously in military schools than in civilian institutions.

As a backdrop, the evolution of leadership theory in this century will be reviewed and compared. Almost all leadership theory is based on relative importance assigned to the leader versus the follower in mission accomplishment. Those who believe that leaders are sufficiently enlightened or heroic (to use Morris Janowitz's term) must cite examples of bold leaders such as Napoleon, Alexander, and Frederick the Great, who favored the authoritarian model of leadership. Hersey and Blanchard conclude that no one theory of leadership is wholly correct and therefore developed the situational leadership model. This model holds that the leadership style used depends primarily on the maturity of the follower.

Students will think logically and communicate effectively in reading, writing, listening, and speaking activities that will include briefings, researching and reporting.

Cooperative learning situations will be created within the classroom through which students will participate in discussion, collaboration, problem solving. Each group will have a recorder, time-keeper, and group leader.

One of the lessons will involve Leadership and You. The purpose of this lesson is to introduce cadets to leadership, its definition, and the importance of knowing and applying leadership skills and the fourteen leadership traits. Cadets will have the opportunity for self assessment to determine (1) which leadership traits they currently possess (2) if they have any negative leadership traits, and (3) which leadership traits they would like to change or add to their personality and leadership development.

The display of leadership evolves through leadership labs. This will give the cadets the opportunity to demonstrate proficiency as a drill participant and/or drill leader during drill (with or without arms), inspections, and/or ceremonies and to demonstrate leadership potential in an assigned command or staff position within the cadet battalion.

Self-esteem and winning behavioral concepts of the students' development as leaders will be observed and assessed. The instructor and cadets will articulate and summarize the different ways their unique personalities, strengths and positive attributes were "played out" in class activities.

As seniors, students will reflect on all their past experiences in JROTC and speak, write and/or present the impact or influence JROTC on their ultimate goal of graduation and preparation for post secondary productivity and success.

Classroom Activities:

Week 1

The Importance of Communications

a. Time: 270 minutes

b. Purpose: Introduce cadets to the importance of the seven skills of communication. Cadets will have the opportunity to learn proper note-taking techniques, study habits, and test taking procedures.

c. Curriculum Enhancements: WINNING COLORS

d. Competencies:

Recognize (apply) communication skills

Apply note-taking, study habits, and test taking procedures

WEEK 2

WINNING COLORS: Excellence is not an Accident

a. Time: 270 Minutes

b. Purpose: Provide cadets with hands on tools for leadership skills. Cadets will have the ability to apply the WINNING COLORS process in numerous practical exercises and demonstrate how an individual application of the four behavioral clusters can lead to effective, positive personal change and growth.

c. Curriculum Enhancements: WINNING COLORS (card sets)

d. Competency: Apply WINNING COLORS

WEEK 3

Leadership and You

a. Time: 90 minutes

b. Purpose: Introduce cadets to leadership, its definition, and the importance of knowing and applying leadership skills and the fourteen leadership traits. Cadets will have the opportunity for self- assessment to determine (1) which leadership traits they currently possess (2) if they have any negative leadership traits, and (3) which leadership traits they would like to change or add to their personality and leadership development.

c. Curriculum Enhancements: WINNING COLORS

d. Competencies:

- Illustrate the responsibilities of a good leader
- Examine the importance of self-image and self-awareness

WEEK 4

You Can be a Leader

a. Time: 180 minutes

b. Purpose: Continue to build cadet's leadership development by concentrating on basic individual leadership responsibilities/techniques and introducing the responsibilities of team leaders. Cadets will have the opportunity to identify the impact of their actions on themselves as well as other team members in the areas of individual responsibility, self-reliance, follower ship, and teamwork.

c. Curriculum Enhancements: WINNING COLORS

d. Competencies:

- Illustrate the responsibilities of a good leader
- Examine the importance of self-image and self-awareness

WEEK 5

Knowing Yourself

a. Time: 90 minutes

b. Purpose: Introduce cadets to the various parts of the self, examines how self-image helps increase self-awareness, and illustrates ways to improve self-image. Cadets will have the opportunity to take a personal Skills Survey in order to assess their personal profile in areas such as self-esteem, growth motivation, interpersonal awareness, drive strength, and stress management.

c. Special Instructional Items: Skills Map/Survey

d. Curriculum Enhancements: WINNING COLORS

e. Competency:

- Examine the importance of self-image and self-awareness

WEEK 6

Leading Your Group

a. Time: 90 minutes

b. Purpose: Introduce cadets to the elements of a leadership situation, factors that can influence each element, how leaders can create a positive leadership situation, and the results or benefits of a favorable leadership situation.

c. Curriculum Enhancements: WINNING COLORS

LESSON 1

WINNING COLORS: The Colors Go On

Lessons:

1. Identifying Yours and Others' WINNING COLORS
2. Planner and Builder Behaviors
3. Relater and Adventure Behaviors

Time: 135 minutes

Classroom: 168

Chapter Purpose:

To provide cadets with hands-on tools for improving their communication and leadership skills. Cadets will have the opportunity to apply the WINNING COLORS process in numerous practical exercises throughout the curriculum.

Chapter Objectives:

Identify HOW TO communicate in the best way with anyone and HOW TO bring out the best in subordinates. Using WINNING COLORS hands-on tools in practical exercises, demonstrate how individual application and understanding of the four clusters of behavior can lead to effective, positive personal change and growth for success in school, and home, and future work.

LESSON SUPPORTING OBJECTIVES:

1. Identifying your and others' WINNING COLORS.
 - a. Identify the order and strength of the four clusters of behavior in one's self.
 - b. Identify the order and strength of the four clusters of behavior in anyone.
 - c. Identify your own and others' comfort zones.
 - d. Describe emotional attachment to behaviors.
2. PLANNER and BUILDER Behaviors.
 - a. Identify which Hot Buttons work successfully with PLANNER and BUILDER oriented people.

b. Identify the most effective vocabulary words for communicating with PLANNER and BUILDER oriented people.

c. Demonstrate how to use the Hot Buttons and vocabulary words to communicate and/or lead PLANNER and BUILDER oriented people.

3. RELATER and ADVENTURER Behaviors.

a. Identify which Hot Buttons work successfully with RELATER and ADVENTURER oriented people.

b. Identify the most effective vocabulary words for communicating with RELATER and ADVENTURER oriented people.

c. Demonstrate how to use the Hot Buttons and vocabulary words to communicate and/or lead RELATER and ADVENTURER oriented people.

FOR CLASS DISCUSSION CADETS SHOULD HAVE:

Read text that applies to WINNING COLORS. The same text should be read carefully before each lesson. After each reading, cadets should more thoroughly understand the implications and practical meanings of the text.

OUTLINE OF INSTRUCTION:

I. INTRODUCTION

(NOTES): 1. The Instructional time of 135 minutes allocates 45 minutes, or one class period, for each lesson. However, for maximum effectiveness, each class period should be separated by sufficient time to complete the hands-on assignments. These time intervals should allow cadets to practice WINNING COLORS and to bring it to automatic or subconscious level.

• WINNING COLORS is an involved, positive, behavioral modification behavioral process not intended as an academic discussion or a mere class exercise. If cadets effectively apply this process, excellent, positive, successful-oriented communication behaviors and leadership skills will be acquired for life.

A. State Chapter Objectives. Show Overhead (WINNING COLORS, The Colors Go On and Objectives). Briefly discuss objectives.

B. Introduce WINNING COLORS. Show Overhead (Identifying Your WINNING COLORS.)

1) Emphasize that a person learns various behaviors; explain that each cadet's WINNING COLORS are behaviors they now have and those behaviors they may want to develop in order to obtain their goals successfully. Explain that it will be very helpful for cadets to be able to identify those behaviors they are not strong in and those they might want to acquire to be

successful in attaining their goals. Discuss that there are certain behaviors that go together or group in clusters.

- Green card = PLANNER (think)
- Brown card = BUILDER (decide)
- Blue card = RELATER (feel)*
- Red card = ADVENTURER (act)*

*(NOTE: If there are gang challengers in your school, you may obtain orange and yellow cards to replace the red and blue cards.)

1. Explain that WINNING COLORS will help cadets to identify their secret to success, easy team building, and positive personal relationships. Emphasize that WINNING COLORS will help cadets to understand their own, and anyone's, self-image (how one sees oneself); then self-esteem (how one feels about oneself), perception, learning, and motivation will be built on this foundation of self-image. Discuss that an individual's growth and success follows as they acquire new behaviors and behavioral balance, or leadership. Stress that lack of balanced leadership leads to negative results.

2. Mention that the following lessons will give cadets the opportunity to identify/target their behavioral strengths as well as others.

C. I Am a Winner. Show Overhead (I Am a Winner). Emphasize to be a winner, cadets must target those behaviors they already have and those they need to attain. Explain that by obtaining a thorough understanding of WINNING COLORS, cadets

will have a better opportunity to become winners because they will be able to see what they want and attain it; whereas, cadets who do not effectively apply WINNING COLORS may not see or get what they want, only what they don't want.

II. PRESENTATION/APPLICATION: IDENTIFYING YOUR AND OTHERS' WINNING COLORS

A. State Lesson Objectives. Show Overhead (Identifying Your and Others' WINNING COLORS and Objectives). Discuss objectives.

B. Identifying WINNING COLORS.

1. Show overhead (How I Act). Distribute the four WINNING COLORS cards to each cadet; instruct them to place the cards face up (cartoons up) on their desks and to write the numbers one to four on separate lines in their journals.

2. Show Overhead (MY WINNING COLORS). Instruct cadets to sort the cards as they are inside and not how they behave for others or would like to be. Advise cadets to avoid the possible temptation to pick the ADVENTURER card first because of peer pressure. Ask them if there are any questions as to how they should sort their cards. State at least several times that there is no right or wrong order in sorting the cards and that one card is not better than the another. Emphasize that the card sort is simply a means of identifying their present behavioral strength(s) and they should be proud of their WINNING COLORS.

3. Monitor cadets progress until you see that all of them have completed sorting their cards. Then, emphasize one final time the importance that they sort their cards in order in which they see themselves. Instruct all cadets to turn the cards over and read the back side to see if the description fits their perception of themselves. Instruct cadets to write down the order of how they sorted the cards next to the numbers they entered in their journals.

WINNING COLORS Exercise.

1. Divide the class into groups of five per group. Instruct each cadet to turn to complete Handout Color me Observing.

2. Have them guess how the other members of their group sorted the cards (without actually seeing how they did so). Have them place the names of those cadets on Handout. Ask them how they think the other cadets sorted their cards.

3. Have each cadet in the group tell how they guessed the other members sorted card. Then, have each member tell the order of his/her sorted card. Explain the scoring as it is indicated on the handout and have cadets individually score their handout. Emphasize that the first two behavioral clusters are very important because the first is a major strength and the second is a backup. Praise cadets if their guesses of the first two choices for the other group members were correct or if they guessed an inverted order. Explain that an inverted order represents the secret to the person's comfort zone or emotional attachments.

4. Finally, emphasize that WINNING COLORS is a discovery process and that it is Okay for the cadets to change their individual order if they discover they may have sorted the cards as they really are.

D. Comfort Zone and emotional Attachment show overhead (I have an emotional attachment). Explain the meaning of comfort zone and describe how we have an emotional attachment to what we are exposed to first. Use topics such as learning a new language, racial, sexual prejudices or a topic of your own as an example of to explain emotional attachment. Using the new language as an example mention that research confirms we are emotionally attached to the sounds of the language we learned first. Emphasize that most people have a challenge in letting go of the first language sound and allowing the new language sound to enter. Explain that the older one becomes the more attached to the sounds of the first language one becomes, the harder it will be to pronounce the new language. If you use the racial/sexual example, begin the discussion by stating that children are often influenced by what adults tell them at an early age, then continue with the same basic points as was for the new language example.

III. PRESENTATION/ APPLICATION; PLANNER AND BUILDER BEHAVIOURS

A. Review the assignment.

1. Begin by having the cadets report to the group class their wins and what elements of surprise they experienced when giving the cards to people. Ask them what they learned about their fellow cadets when they gave out the cards.

2. Praise anyone who guessed two behaviors regardless of order. Explain that this means they have developed a sense for the two major strengths of a person. Give the positive reinforcement to cadets with correct guesses and encourage them to by stating that with practice they will be able to guess how people will sort the cards within seconds of meeting them, even many times in a short conversation over the phone with a complete stranger.

B. State Lesson Objectives. Show Overhead. (PLANNER and BUILDER Behaviors and Objectives). Discuss objectives.

C. Emotional Attachment. Again show Overhead (I Have Emotional Attachment). Apply attachments to the clusters of behaviors, i.e., the card they chose first. Mention that people see others through their emotional attachment, or through green, brown, blue or red glasses.

D. PLANNER/ BUILDER. Behaviors. Show a very short clip from a movie or advertisement that illustrates PLANNER and/or BUILDER behaviors. Using the Hot buttons in the text for PLANNERS and BUILDERS, discuss the clip to determine emotional attachments or behavioral traits. For example:

- In the old Star Trek:

Kirk is a BUILDER

Spock is a PLANNER

McCoy is a RELATER

Scotty is an ADVENTURER

- In Star Trek, The Next Generation:

Picard is a BUILDER

Counselor Troy or Whoopi Goldberg are PLANNERS

- In the Dead Poets Society, a conflict is highlighted between BUILDERS and PLANNERS.

E. My PLANNER words. Show Overhead (My PLANNER words). Discuss the PLANNER behavioral cluster in conjunction with the Hot buttons from the text and the PLANNERS power words vocabulary. Refer to and discuss examples that are indicated on the green card.

F. In class Cadet exercise. Divide the whole class into the same groups of five as was done in the previous lesson. Refer cadets to Workbook Exercise 101 on page 108 of the LET 1 Workbook (which is also WINNING COLORS Handout #11, My success Strategy Form). Direct the cadets to make a list of the PLANNER strategies using Handout #11, then to identify a PLANNER behavior. Have them develop a strategy for dealing with this behavior. Next, if cadets feel they possess this behavior, have them indicate how they might use it to be successful. Finally, have them list people (someone know by the group, public figures, movie stars, singers, people in history, etc) who have this behavior.

G. My BUILDER Words. Show Overhead (My Builder Words). Discuss the BUILDER behavioral cluster in conjunction with the Hot Buttons from the text and the power words vocabulary. Refer to and discuss examples that are indicated on the brown card.

H. In-class Cadet Exercise. Refer cadets to Workbook exercise/Handout # 10, Secret Personality Identifier List. Instruct cadets to complete Handout # 10 in regard to themselves. Explain how every column should be completed because this is their personal assessment of the behaviors they think and feel they possess.

I. Optional Cadet Exercise. Divide the class in the groups of five again. Instruct each cadet to fill out Handout # 10 for each member of the group. (NOTE: Ensure that all cadets indicate on the form their behavioral strengths.) The cadet receiving the list will then be able to see how an ADVENTURER or BUILDER or RELATER or PLANNER sees him/her. After the exercise is over, emphasize that 1) the best judge of PLANNER behaviors would be other PLANNER oriented cadets; 2) this process will help cadets who are under the illusion that they are behaving one way, when actually they are behaving and coming across another way; and 3) this exercise is an excellent reality check.

J. Additional Optional Cadet Exercises.

Either divide cadets into their groups or have them work individually to:

1. Identify songs that contain PLANNER and/or BUILDER behaviors.
2. List local legitimate PLANNER and/or BUILDER clubs, groups, or places.
3. Role- play a conversation either with or a PLANNER or BUILDER.
4. Write a PLANNER or BUILDER exam, resume, or speech.

IV. PRESENTATION/APPLICATION:

RELATER AND ADVENTURE BEHAVIORS

A. Review the assignment.

1. Begin this segment with the cadets' input. Have them report to the group/class their wins and what elements of surprise they experienced when giving the cards to people. Ask them what they learned about their fellow cadets when they gave out the cards.
2. Praise anyone who guessed the first two behaviors regardless of order. Explain that this means they have developed a sense for the two major strengths of a person. Give positive reinforcement to cadets with correct guesses and encourage them by stating that practice, they will be able to guess how people sort the cards within seconds of meeting them, even many times in a short conversation over the phone with a complete stranger.

B. State Lesson Objectives. Show Overhead (RELATER and ADVENTURE Behaviors and Objectives). Discuss Objectives.

C. Emotional Attachment. Review Overhead (I Have an Emotional Attachment.) Apply emotional attachments to the clusters of behaviors, i.e., the card they chose first. Mention that people see others through their emotional attachment, or through green, brown, blue, or red glasses.

D. RELATER/ADVENTURER Behaviors. Show a very short clip from a movie or advertisement that illustrates RELATER and/or ADVENTURER behaviors. Using the Hot Buttons in the text for RELATERS and ADVENTURERS, discuss the clip to determine emotional attachments or behavioral traits. For example, Star Trek, the Cosby Show would illustrate RELATER behaviors while MacGyver would illustrate ADVENTURER behaviors.

E. My RELATER Words. Show Overhead (My RELATER Words. Discuss the RELATER cluster in conjunction with the Hot Buttons from the text and the RELATER power words vocabulary. Refer to and discuss examples that are indicated on the blue card.

F. In-class Cadet Exercise. Divide the class into the same groups of five as was done in the previous lessons. Refer cadets to (WINNING COLORS Handout 11, My Success Strategy Form). Instruct Cadets to make a list of RELATER strategies using Handout # 11, then to identify a RELATER behavior. Have them develop a strategy for dealing with this behavior. Next, if cadets feel they have this behavior, have them indicate how they might use to be successful. Finally, have them list people (someone known by the group, public figures, movie stars, singers, people in history, etc.) who have this behavior.

LESSON II

Techniques of Communication

Chapter 1: The Importance of Communication

Use WINNING COLORS to help cadets understand and apply the practical aspects of communication as they relate to "thinking". Discuss that thinking is a PLANNER behavior and should include the elements of THINKING, DECIDING, FEELING, and ACTING. Emphasize that to have successful communication all four elements (THINKING, DECIDING, FEELING and ACTING) must be considered.

Have cadets review the other six elements of communication (read, listen, study, remember and speak) to identify if behavioral clusters were associated with them as the clusters were for thinking. You may want to divide the class into six groups and assign each group one of these elements of communication for review.

CHAPTER 2: Techniques of Communication.

LESSON 1: Public Speaking Techniques.

Show and discuss how WINNING COLORS can be applied to help candidates understand/give their oral presentation assignments.

Have cadets write four presentations. Each presentation would concentrate on words or phrases that reinforce the behavioral cluster. (NOTE: of the audience is a balance of the four behavioral strengths, the presentations should have the words that contribute to the comfort zones of all clusters of behavior). Three possible examples:

1. Have them write presentations that would be specific for one behavioral cluster, e.g., a different talk would be given to a group of students in a computer class (PLANNER behaviors) then to a group of students involved in social volunteer work (RELATER behaviors).
2. Have them write four different resumes to role-play four different job interviews.
3. Have them write four different exams (on JROTC subjects) to use as an acting instructor in four different situations.

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Appendix A

Pittsburgh Public Schools Content Standards

NOTE: JROTC is competency based for the most part, however, JROTC does address the content standards adopted by the Pittsburgh Board of Education in 1994. It should also be noted classes taught in JROTC are measured by Army standards too.

1. Family and consumer Sciences:

All students demonstrate a basic understanding of life stages and their interdependence.

2. Reading, Writing, Speaking and Listening:

All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

All students read and use a variety of methods to make sense of various kinds of complex texts.

All students respond orally in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

All students write for a variety of purposes, including to narrate, inform, and persuade in all subject areas.

All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

All students exchange information orally, including understanding and giving spoken instructions asking and answering questions appropriately and promoting effective group communications.

All students listen to understand complex oral messages and identify their purpose structure and use.

All students compose and make oral presentations for each academic area of study that is designed to persuade, inform or describe.

3. Citizenship:

All students demonstrate an understanding of major events, cultures, groups and individuals in the historical development of Pennsylvania, the United States and other nations, and describe the patterns of historical development.

All students demonstrate understanding of themes and patterns of geography, know the location of major bodies of water, land masses and nations, and describe the relationships to those systems, and compare them to those in other nations.

All students examine and evaluate problems facing citizens in their communities, state, nation and world by incorporating concepts and methods of inquiry of the various social sciences.

All students develop and defend a position on current issues, confronting, the United States and other nations conducting research, analyzing alternatives, organizing, evidence and arguments and making oral presentations.

All students demonstrate their skills of communicating, negotiating and cooperating with others.

All students demonstrate that they can work effectively with others.

All students demonstrate an understanding of the history and nature of prejudice and relate their knowledge to current issues facing communities, the United States and other nations.

All students demonstrate an understanding of the various roles they can play as citizens through participating in a community service project.

All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills and problem solving.

4. Wellness and Fitness:

All students demonstrate their knowledge of the benefits associated with physical fitness and good personal health habits, including health promotion and disease prevention.

All students demonstrate individual development in motor fitness and physical fitness including aerobic fitness and skills in lifetime sports and outdoor activities to promote life long physical activity.

All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate games.

5. Career Education and Work:

All students explore the multiple purpose of work and the range of career options, including entrepreneurship, and relate them to their individual interests, aptitudes, skills and values.

All students assess how changes in society, technology, government and the economy affect individuals and their careers and require them to continue learning.

All students understand and demonstrate the importance of relating their academic and vocational skills- for example- interviewing, creative thinking, decision making, problem solving, understanding and giving written and oral instructions-to their ability to seek, obtain, maintain and change jobs.

All students have training and experience for a career through volunteering, internships, shadowing, and/or paid work experience.