

## CORE LET 3

### Unit 2: Leadership Theory and Application

#### Chapter 4: Leadership Strategies

#### Lesson 2: Performance Indicators

**Time:** (a) 90-minute block with Part 1 and 2 or (b) 45-minute periods with activities for Days 1 and 2

**Competency:** Outline a developmental counseling plan

**McRel Standards:** SR2. Performs self-appraisal, WO1. Contributes to the overall effort of a group, WO4. Displays effective interpersonal communication skills, WO5. Demonstrates leadership skills

**Linked Program Outcomes:** Develop leadership skills [leadership]

**Lesson Question:** What do I hold myself and others accountable to? How do I counsel followers using the BE, KNOW, DO model and leadership dimensions?

#### Thinking Processes

- ☐ Defining in Context – **Circle Map\*** (Alt. = Mind or Concept Map, Sunshine Wheel)
- ☐ Describing Qualities - **Bubble Map\*** (Alt. = Star Diagram, Brainstorming Web)
- ☐ Comparing/Contrasting - **Double Bubble Map\*** (Alt. = Venn Diagram)
- ☒ Classifying - **Tree Map\*** (Alt. = Matrix, KWL, T-Chart, Double T, P-M-I)
- ☐ Part-Whole - **Brace Map\*** (Alt. = Pie Chart)
- ☐ Sequencing - **Flow Map\*** (Alt. = Flow Chart, Linear String)
- ☐ Cause and Effect - **Multi-Flow Map\*** (Alt. = Fishbone)
- ☐ Seeing Analogies - **Bridge Map\*** (Alt. = Analogy/Simile Chart)

\* Thinking Map®

#### 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
- ☐ Do your share as a good citizen in your school, community, country, and the world
- ☒ Treat self and others with respect
- ☐ Apply critical thinking techniques

#### Multiple Intelligences

- ☐ Bodily/Kinesthetic
- ☒ Visual/Spatial
- ☒ Logical/Mathematical
- ☒ Verbal/Linguistic
- ☒ Musical/Rhythmical
- ☐ Naturalist
- ☒ Interpersonal
- ☒ Intrapersonal

#### Bloom's Taxonomy

- ☐ Knowledge
- ☐ Comprehension
- ☐ Application
- ☐ Analysis
- ☐ Synthesis
- ☒ Evaluation
- Structured Reflection**
- ☒ Metacognition
- ☒ What?  
So What?  
Now What?
- ☐ Socratic Dialog
- ☐ E-I-A-G

#### Authentic Assessment

- ☐ Observation Checklist
- ☒ Portfolio
- ☒ Rubric
- ☐ Test and Quizzes
- ☒ Thinking Map®
- ☐ Graphic Organizer
- ☐ Notebook Entries
- ☐ Logs
- ☐ Performance
- ☐ Project

#### Lesson Objectives

**Describe** performance indicators used to assess leadership skills

**Describe** the qualities and skills of an effective counselor

**Identify** assessment and counseling strategies

**Define** key words: communication, counseling, development, evaluation, flexibility, purpose, support

#### Legend:

- ☐ Indicates item is not used in lesson
- ☒ Indicates item is used in lesson

**Learning Materials:** Student Learning Plan, Student Text, Thinking Map® samples, Graphic Organizer samples, Flash #1, Flash #2A and #2B, Visuals #1- #3, Exercise #1, Success Profiler™ Performance Indicators Assessment Task

**Supplies:** Chart Paper, Markers

**Resources:** Cadet Notebook, LET CM, Computer, Monitor, Classroom Performance Systems (CPS), Cadet Portfolio,

**McRel Standards:** Grade-Level Benchmarks For The McRel Standards

#### Lesson Preview/Setup:

**Energizer** – Provide chart paper and markers. Cadets review LDRSHIP values and compare to Flash #1.

**Inquire** – Preview the Student Learning Plan details. Cadet partners discuss the skills that can help them in a counseling process outlined in Visual #1. Cadets create a T-chart or Tree Map with the effective counseling characteristics on one side and the leadership skills learned on the other.

**Gather** – Display Flash #2A and 2B and Tree Map sample. Cadets work in teams to teach assigned leadership strategies for counseling using a visual tool.

**Process** – Display Visual #2 to guide cadets to working through scenarios using counseling strategies in a role-play. Cadets use Exercise #1 as a performance indicator guide.

**Apply** – Allow cadets to work with a partner to discuss personal leadership weaknesses. Display Visual #3. Cadets use Performance Indicators Assessment Task to build a counseling

Can Be Found In Your JROTC Instructor's Desk Reference.

plan for a fictitious cadet who possesses the same weakness as their own.

**Note:** As additional resources for this lesson, you may use the Skills Enhancement on Empathy located in the Success Profiler™ program. To access the programs and recommended resources, please refer to the Quick Start Manual.

## Part 1: 45 minutes

### Icebreaker/Energizer:

#### Setup:

1. Prepare to display multimedia items including: Focusing Question(s) and Flash #1
2. Set up large chart paper, one for each letter in L-D-R-S-H-I-P

#### Direct Cadet Focus:

Tell cadets that the learning activity will review their knowledge of the LDRSHIP values. Ask them to think about the leadership values and be prepared to describe each one.

#### Learning Activity:

1. Divide cadets into seven teams, one for each letter represented on the chart paper around the room.
2. Teams spell out the value and the key demonstration values for each word.
3. When teams are finished, display Flash #1: LDRSHIP to conduct the review. Add to the charts how leaders demonstrate each value.

#### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *How do you try to demonstrate the LDRSHIP values?*
- *Can you provide an example of how you have demonstrated one of the values?*

**Total Time:** 5 minutes

### Phase 1 -- Inquire:

#### Setup:

1. Prepare to display multimedia items including: Key Word(s), T-Chart, and Visual #1
2. Provide chart paper and markers.

#### Direct Cadet Focus:

1. Guide cadets to preview the information in the Student Learning Plan including the competency, learning objectives, performance standards, linked core abilities, key words, learning activities and assessment activities.
2. Guide cadets to read Student Learning Activities 1 and 2 in their Student Learning Plan.
3. Form pairs of cadets.
4. Using Visual #1: Characteristics of Effective Counseling ask cadets to think about what skills they have learned so far in the JROTC program that can help them in this counseling process.

#### Learning Activity: (addresses Student Learning Activities 1 and 2)

1. Display Key Word(s).
2. Cadet partners discuss the skills they have learned so far in the JROTC program that can help them in a counseling process outlined in Visual #1: Characteristics of Effective Counseling using a Think-Pair-Share

3. Create a T-chart or Tree Map with the effective counseling characteristics on one side and the leadership skills learned on the other.
4. Lead a discussion comparing the various T-Charts.
5. Remind cadets to record their responses to the reflection questions in their Cadet Notebook.

**Self-paced Option:** Cadets relate the leadership values and skills outlined under “Values” in the : Performance Indicators section in the student text to the “Characteristics of Effective Counseling” process outlined in Visual #1 handout. Cadets create a T-Chart with Values in one column and Counseling Characteristics in the other and show where the values and skills of leadership impact effective counseling. Cadets add their T-Chart and responses to reflection questions into their Cadet Notebook.

### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *What did you learn from your fellow cadets and your instructor that would help you in the counseling process?*
- *How do you think the counseling process can be helpful to you and to others?*

**Total Time:** 20 minutes

## Phase 2 -- Gather:

### Setup:

1. Prepare to display multimedia items including: Flash #2A and #2B, Tree Map, and Reinforcing Question(s)
2. Provide teams with chart paper and markers.
3. Display a Tree Map sample.

### Direct Cadet Focus:

1. Direct cadets to read Student Learning Activities 3 and 4 in the Student Learning Plan.
2. Form teams of 3 - 4 cadets each.
3. Have cadets think about what they have learned about effective counseling so far.

### Learning Activity: (addresses Student Learning Activities 3 and 4)

1. Display Flash #2A: Performance Indicators and #2B: Developmental Counseling.
2. Cadets view a presentation on performance indicators.
3. Instruct each team one of the following:
  - The Leader as a Counselor
  - Leader Counseling Skills
  - The Leaders Limitations
  - Types of Developmental Counseling
  - Performance and Professional Growth Counseling
  - Approaches to Counseling
  - Counseling Techniques
4. Lead teams to create a visual tool (Thinking Map® or Graphic Organizer) to teach others what they learned.
5. Display Reinforcing Question(s).

6. Instruct cadets to individually create a Tree Map classifying key points about each section presented. Cadets add their Tree Map to their Cadet Notebook.

**Self-paced Option:** Cadets read the student text and create a Tree Map with headings for each key area in the reading and classifying key information under each heading. Cadets provide answers to the section review questions and reflection questions into their Cadet Notebook.

**Reflection:**

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *What have you learned about counseling?*
- *In what situations could counseling be important?*

**Total Time:** 20 minutes

## Part 2: 45 minutes

### Phase 3 -- Process:

**Setup:**

1. Prepare to display multimedia items including: Exercise #1, Visual #2 and Reinforcing Question(s)
2. Distribute Exercise #1: Counseling Checklist.
3. Divide teams to perform scenarios.

**Direct Cadet Focus:**

1. Guide cadets to read Student Learning Activities 5 and 6 in their Student Learning Plan.
2. Have cadets think about any situations in which they have been counseled or have counseled others.

**Learning Activity:** (addresses Student Learning Activities 5 and 6)

1. Form teams of three cadets to participate in one of three scenarios. Note: If class size is large, some of the scenarios can be conducted by more than one team.
2. Display Visual #2: Scenarios. Ask teams to select who will be the one to counsel, the one to be counseled, and an observer.
  - Scenario 1: Cadet Jones has been late to the project team meetings and has not completed his tasks between meetings. This behavior is holding back the team in accomplishing the project within the deadline. Others have begun to do Cadet Jones' work in order to get the project done, but they have complained to you about Cadet Jones and his lack of loyalty to the team, and the Cadet Corps.
  - Scenario 2: Cadet Smith is not attending the morning PT runs. She seems to be late to her classes and is not completing her homework, which is affecting her grades. Her physical appearance has been rather shabby lately – wrinkled clothing, dirty hair, etc. Her fellow cadets are concerned about the image she is portraying for the JROTC unit.
  - Scenario 3: Cadet Rudy is working hard and learning to live up to the values of the JROTC program. He is always on time to class, has completed his work, and volunteers to be on project teams on a regular basis. His self-image is displayed through his posture, clean and pressed clothing and his skill of listening to others. You feel he is ready for the position of project team leader; however, you are concerned he needs some practice in setting and communicating project expectations.
3. Allow cadets five minutes to prepare their role-play and ask them to use the student text in their counseling role-play.
4. Instruct cadets to evaluate the roles played within each scenario using Exercise #1: Counseling Checklist.
5. Guide discussion on the role-plays referring to the responses provided by cadets on Exercise #1: Counseling Checklist.
6. Display Reinforcing Question(s).
7. Remind cadets to record responses to the reflection questions into their Cadet Notebook.

**Self-paced Option:** Cadets write a counseling session on one of the three scenarios listed above. Cadets use Exercise #1 for a list of leadership criteria to include in their counseling. Cadets include their written counseling session and responses to the reflection questions into their Cadet Notebook.

### Reflection:

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *How effective were the counseling sessions?*
- *What did you like most about the counseling techniques used?*
- *What would you do differently?*
- *What behaviors, words, actions kept you involved and open? Uninvolved? Closed?*

**Total Time:** 25 minutes

## Phase 4 -- Apply:

### Setup:

1. Prepare to display multimedia items including: Visual #3 and Performance Indicators Assessment Task.
2. Print and distribute the Performance Indicators Assessment Task.
3. Prepare computers to include Success Profiler Empathy Skills Enhancement

### Direct Cadet Focus:

1. Guide cadets to read Student Learning Activities 7 and 8 in their Student Learning Plan.
2. Display Visual #3, and ask cadets to think about how they can apply what they've learned about counseling to their own lives.

**Learning Activity:** (addresses Student Learning Activities 7 and 8 and Student Assessment Activities 1 and 2)

1. Lead a discussion on the BE, KNOW, DO model presented in the text and on Visual #3. Discuss how the values, attributes, skills and actions of leadership to the model.
2. Guide cadets to work with a partner and discuss areas that they “personally” need to strengthen as a leader.
3. Allow cadets to individually complete the Skills Enhancement on Empathy in Success Profiler™.
4. Cadets participate in the entire skill enhancement and complete all worksheets, printing a final assessment on their empathy skills. Note: If cadets do not have access to Success Profiler you may display the program from your Success Profiler™ and print copies of each worksheet for cadets to use as they proceed through the program.
5. Using the outcome of Success Profiler™ for self-assessment, instruct cadets to prepare a counseling session for a fictitious cadet who possesses the same weakness as they have.
6. Distribute the Performance Indicators Assessment Task. Remind cadets to refer to the qualities, skills and processes referred to in the presentation and the performance indicators section of the student text.
7. Cadets record responses to the reflection questions into their Cadet Notebook.

**Self-paced Option:** Cadets individually complete the above activity. Note: If possible, allow cadets the opportunity to complete the Success Profiler™ Skills Enhancement on Empathy.

**Reflection:**

Use these questions as tools to focus cadet discussion, reflection, and note taking:

- *In what areas do I need further development in living to the BE, KNOW, DO model?*
- *How can I develop further in these areas?*

**Assessment:** (addresses Student Assessment Activities 1 and 2)

Cadets complete the Performance Indicators Assessment Task using the scoring guide to self-assess their work prior to submitting it for evaluation and a grade. Cadets consider adding their completed Assessment Task to their Cadet Portfolio after it has been evaluated.

**Total Time:** 20 minutes

**Homework:**

If cadets will be working through the Empathy Skill Enhancement on the Success Profiler™ CD-ROM during classroom time, the assessment task will be completed as homework.

**Note on Cadet Portfolios:**

As cadets work through the lessons in this chapter, remind them to add completed documents to their Cadet Portfolio. Portfolios can be arranged by topic, chapter, or LET depending on your needs. Refer to the Cadet Portfolio Assessment Task in your JROTC Instructor's Desk Reference for ideas on setting up and evaluating Cadet Portfolios.

**Note on using the Classroom Performance System:**

Use the Classroom Performance System (CPS) with cadets to ask questions during lecture, administer tests, quizzes and other class work, grade homework, and/or engage in team activities. Refer to the CPS Training for additional uses of this tool for learning and assessment.