

Student Learning Plan

Unit 2: Leadership Theory and Application

Leadership from the Inside Out [U2C1L3]



Why this is important:

Values are the driving force behind action. When a leader gives his or her unit a particular mission, it is usually based on what the leader believes to be right. Both the leader's decisions and actions as well as the followers' actions must be motivated by their inherent values - strong feelings of right vs. wrong, ethical vs. unethical, or important for the majority vs. important for personal gain. In this learning plan you will explore how your values impact your actions and you will develop a personal code of ethics based on your values.



What you will learn to do:

(Competency)

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

Linked Core Abilities

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

Take responsibility for your actions and choices

Apply critical thinking techniques



How you will know when you are succeeding:

You will demonstrate your competence:

- by developing a personal code of ethics and writing a brief comparison of the values represented in your personal code of ethics and the Army Values

Your performance will be successful when:

- Personal Code of Ethics expresses your key values
- Personal Code of Ethics describes your attitudes about the worth of people, concepts and other things
- Personal Code of Ethics describes what you need to be, every day, in every action you take
- Personal Code of Ethics is concise and easy to understand
- you compare the values expressed in your personal code of ethics with the Army Values
- you detail the similarities and differences between the values expressed in your personal code of ethics and the Army Values



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Describe the values that leaders possess
- b. Assess how attitudes affect a person's actions
- c. Explore how life experiences affect a person's values
- d. Describe how the similarities and differences in people's values can impact how they interact with others

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- e. Relate your values to the seven Army Values
- f. Define key words: beliefs, bribery, coercion, dilemma, ethics, favoritism, norms, prejudices, selfless service, tenets, tunnel vision, unethical, values



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.

- ____ 1. PREVIEW this learning plan including the competency, learning objectives, performance standards, linked core abilities, learning activities, and assessment activities. THINK ABOUT the army definition of “values”. LIST the attitudes that you have about family, school, community, people, work, and leadership. [Work individually] PARTICIPATE in a discussion on how your attitudes affect your actions. SHARE one or more examples of how your attitudes have affected your actions [Work in teams] RECORD your notes and your responses to reflection questions in your Cadet Notebook.
- ____ 2. [SELF-PACED OPTION] CARRY OUT Learning Activity 1 independently. RECORD your notes and your responses to reflection questions in your Cadet Notebook.
- ____ 3. PARTICIPATE in a “Value Cards” activity to learn about army values. LEARN MORE OR REVIEW by reading Section 3: Leadership from the Inside Out in Chapter 1 of your text. ANSWER the review questions at the end of the section. [Work with a partner] CREATE a Bubble Map listing adjectives that describe the qualities of your assigned army value. [Work in teams] SHARE your map with the rest of the class. PROVIDE examples of when you have lived this value in your personal life. [Work in a large group] RECORD your answers to the review and reflection questions in your Cadet Notebook.
- ____ 4. [SELF-PACED OPTION] CARRY OUT Learning Activity 3 independently. RECORD your answers to the review questions in your Cadet Notebook.
- ____ 5. PLAY the “Values for Dollars” game. [Work with the class] Exercise 1: Values Questions. CREATE a song, poem, skit or rap illustrating one of the values that you purchased. [Work in teams] SHARE your song, poem, skit or rap with the rest of the class. RECORD your responses to reflection questions in your Cadet Notebook.
- ____ 6. [SELF-PACED OPTION] CREATE a song, poem, skit or rap illustrating a value that you consider important. RECORD your song, poem, skit or rap in your Cadet Notebook and perform it for a friend if possible. RECORD your responses to reflection questions in your Cadet Notebook.
- ____ 7. VIEW the video “The Making of a Leader”. CREATE a Tree Map with a column for each of the 7 values. LIST examples of how General Colin Powell expresses each value. [Work as a class] WRITE an entry in your Cadet Notebook describing how you would like to be viewed when you are an adult in terms of the values that you represent. [Work in teams] OBTAIN the Personal Code of Ethics Assessment Task from your instructor. RECORD your responses to reflection questions in your Cadet Notebook.
- ____ 8. [SELF-PACED OPTION] CARRY OUT Learning Activity 7 independently. RECORD your responses to reflection questions in your Cadet Notebook.



Assessment Activities:

These assessment activities will enable you to show that you have learned the target skills and knowledge for this lesson. Your instructor may assign additional or alternative assessment activities.

- ____ 1. COMPLETE the Personal Code of Ethics Assessment Task. SELF-ASSESS your work using the Scoring Guide. SUBMIT your work to your instructor for feedback and a grade.
- ____ 2. [SELF-PACED OPTION] Same as above.