

Student Learning Plan

Unit 2: Leadership Theory and Application Performance Indicators [U2C4L2]



Why this is important:

Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and objectives. In this learning plan you will examine your role as a leader and explore the counseling process as a form of communicating to other cadets. Activities prepare you for self-assessment of your own leadership value, skills, attitudes and actions. You will design a developmental counseling plan that incorporates leadership qualities, counseling skills and the counseling process.



What you will learn to do:

(Competency)

Outline a developmental counseling plan

Linked Core Abilities

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

Treat self and others with respect



How you will know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by writing a Developmental Counseling Plan for that addresses a particular leadership weakness

Your performance will be successful when:

- You identify a personal leadership weakness that you would like to improve upon
- Developmental Counseling Plan identifies the need for counseling your particular leadership weakness
- Developmental Counseling Plan prepares for a fictitious counseling session
- Developmental Counseling Plan outlines the counseling session
- Developmental Counseling Plan shows evidence of effective counseling leadership
- Developmental Counseling Plan shows evidence of counseling skills such as active listening, responding, questioning
- Developmental Counseling Plan shows effort to avoid counseling mistakes
- Developmental Counseling Plan shows follow up procedures to counseling session



Knowledge and skills you will learn along the way:

(Learning Objectives)

- a. Describe performance indicators used to assess leadership skills
- b. Describe the qualities and skills of an effective counselor
- c. Identify assessment and counseling strategies
- d. Define key words: communication, counseling, development, evaluation, flexibility, purpose, support



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 the information in the Student Learning Plan including the competency, learning objectives, linked core abilities, performance standards, key words, learning activities and assessment activities. [Work independently] Using Visual 1, THINK ABOUT what skills you have learned so far in the JROTC program that can help you in the counseling subordinates. [Work with a partner] CONTRIBUTE to a class T-chart with the effective counseling characteristics on one side and the leadership skills learned on the other. [Work in a large group] RECORD your responses to the reflection questions in your Cadet Notebook. [Work independently]
- ____ 2. [SELF-PACED OPTION] RELATE the leadership values and skills outlined under “Values” in Section 2: Performance Indicators of Chapter 4 in the student text to the “Characteristics of Effective Counseling” process outlined in Visual 1. 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. ADD your T-Chart and responses to reflection questions into your Cadet Notebook.
- ____ 3. SELECT a subheading from Section 2: Performance Indicators from Chapter 4 of the student text and TEACH OTHERS using a visual tool (Thinking Map® or Graphic Organizer). ANSWER Section Review Questions. CREATE a Tree Map classifying key points about each section presented. ADD your Tree Map to your Cadet Notebook. [Work with a team of 3-6 cadets] RECORD responses to the reflection questions into your Cadet Notebook.
- ____ 4. [SELF-PACED OPTION] READ Section 2: Performance Indicators in Chapter 4 of the student text and CREATE a Tree Map with headings for each key area in the reading and classify key information under each heading. PROVIDE answers to the section review questions and reflection questions into your Cadet Notebook.
- ____ 5. PREPARE a role-play illustrating a counseling response to a given scenario. PRESENT the role-play situation to others in the class. USE Exercise 1: Counseling Checklist to EVALUATE counseling techniques and processes. PARTICIPATE in a discussion of each role-play presented. [Work in a team of 3 cadets] RECORD responses to the reflection questions into your Cadet Notebook. [Work independently]
- ____ 6. [SELF-PACED OPTION] WRITE a counseling session for a scenario provided by your instructor USE Exercise 1: Counseling Checklist for a list of leadership criteria to include in your mock counseling session. INCLUDE your written counseling session and responses to the reflection questions into your Cadet Notebook.
- ____ 7. PARTICIPATE in 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 relate to the model. [Work with a partner] CONSIDER areas that you “personally” need to strengthen as a leader. If possible, COMPLETE the Skills Enhancement on Empathy on the Success Profiler CD-ROM. USE the outcome of Success Profiler for self-assessment and the counseling tools in the student text to PREPARE a counseling plan for someone that with a weakness like your own. USE the Developmental Counseling Plan Assessment Task. RECORD responses to the reflection questions into your Cadet Notebook. [Work independently]
- ____ 8. [SELF-PACED OPTION] COMPLETE the above activity individually.



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 Developmental Counseling Plan Assessment Task. USE the scoring guide to self-assess your work. SUBMIT your completed assessment task to your instructor for evaluation and a grade.
- ____ 2. [SELF-PACED OPTION] Same as above.