Chapter 1. Introduction to Leadership Theory

Cognitive Lesson Objective: Comprehend the importance of leadership in the operation and success of any organization.

Cognitive Samples of Behavior:
1. Define the concept of leadership. (SG, L)
2. Explain the relationship between leadership and management. (SG, L)
3. Explain the ways of determining leadership effectiveness. (SG)
4. Identify the major research theories of leadership and its processes. (SG)
5. Explain the Interactional Framework of Leadership. (L)

Affective Lesson Objective: Value the study of leadership in the military.

Affective Sample of Behavior: Integrate the importance of leadership into relevant classroom discussions.

Chapter 2. Managing Stress

Cognitive Objective: Comprehend the importance of improving the management of stress.

Cognitive Samples of Behavior:
1. Describe what defines stress, and how it impacts the work environment. (L, SG)
2. Explain the various reactions to stress. (L, SG)
3. Describe various coping strategies. (L, SG)
4. Explain time management techniques to alleviate stress. (L, SG)
5. Summarize how to develop resiliency to stress-related situations. (L, SG)

Affective Lesson Objective: For students to respond favorably to developing stress management/reduction techniques.

Affective Sample of Behavior:
1. Participate in a discussion of what benefits are derived from reducing stress.
2. Initiate student-centered exercise to increase productivity potential from effectively using time management techniques.

Chapter 3. Introduction to Critical Thinking

Cognitive Lesson Objective: Comprehend how to think critically and its importance for Air Force leaders.

Cognitive Samples of Behavior:
1. Describe the concept of critical thinking. (SG, L)
2. Explain how to apply the nine intellectual standards to the elements of reasoning. (SG, L)
3. Differentiate between effective and ineffective questions. (SG, L)

Affective Lesson Objective: Respond to the importance of critical thinking and its place in the training and education environment.

Affective Sample of Behavior: Actively participate in discussion of critical thinking.
Chapter 4. Managing in a Diverse World

*Not an AFROTC lesson.*

Chapter 5. Team Building

Cognitive Lesson Objective: Comprehend the concept of effective team building.

Cognitive Samples of Behavior:

1. Differentiate between the four stages of group growth. (L, SG)
2. Describe the differences between groups and teams. (L)
3. Identify the characteristics of effective teams. (L)
4. Identify the principles of effective teams. (L)

Cognitive Lesson Objective: Apply team building skills in solving assigned team exercise.

Cognitive Sample of Behavior: Complete team exercise using effective team building skills.

Affective Lesson Objective: Value the importance of effective team building.

Affective Samples of Behavior:

1. Actively participate in team building exercise.
2. Positively discuss principles of effective team building.

Chapter 6. Followership

Cognitive Lesson Objective: Comprehend the traits and characteristics of the effective follower.

Cognitive Samples of Behavior:

1. Explain Kelley’s Two-Dimensional Model of Follower Behavior (L).
2. Identify the characteristics of the effective follower (L).

Affective Lesson Objective: Respond to the importance of effective followership.

Affective Sample of Behavior: Assert the benefits of being an effective follower.
Chapter 7. Motivation

Cognitive Lesson Objective: Comprehend the concepts of the major motivation theories.

Cognitive Samples of Behavior:
1. Distinguish between the five needs in Maslow’s hierarchy. (L, SG)
2. Identify ways to motivate people using Maslow’s needs theory. (L, SG)
3. Distinguish between McGregor’s three motivational approaches. (L)
4. Identify ways to motivate people using McGregor’s theory Y approach. (L)

Affective Lesson Objective: Value the importance of understanding the concepts of motivation.

Affective Sample of Behavior: Defend the importance of understanding the concepts of motivation.

Chapter 8. Situational Leadership

Cognitive Lesson Objective: Comprehend the concept of situational leadership.

Cognitive Samples of Behavior:
1. Describe task and relationship behavior. (L, SG)
2. Describe each leadership style in the Situational Leadership I Model. (L, SG)
3. Explain how to assess follower’s performance readiness. (L, SG)
4. Describe each performance readiness level in the Situational Leadership Model. (L, SG)
5. Identify the leadership style appropriate for each performance readiness level. (L, SG)
6. Given a scenario, match the appropriate leadership style to a follower’s development level. (L, SG)

Affective Lesson Objective: Value the importance of understanding the concept of situational leadership.

Affective Sample of Behavior: Defend the benefits of properly utilizing situational leadership.
Chapter 9. Change Management

Cognitive Lesson Objective: Comprehend the principles and concepts of change management.

Cognitive Samples of Behavior:
1. Explain the Change equals Effort over Time (CET) change management model. (L) (SG)
2. Explain Lewin’s Force Field Analysis of change. (L) (SG)
3. Identify barriers to change. (L) (SG)
4. Identify five key strategies to achieve change. (L) (SG)
5. Describe the characteristics of an Organization Development (OD) intervention. (SG)

Cognitive Lesson Objective: Apply the concepts of change management to successfully accomplish the mission.

Cognitive Sample of Behavior: During the in-class exercise, use the change management principles and concepts to successfully complete the mission.

Affective Lesson Objective: Respond to the importance of understanding and using the concepts and principles of change management.

Affective Samples of Behavior:
1. Assert the importance of effective change management.
2. Voluntarily participate in the practical exercise during the lesson.

Chapter 10. Management Functions and Principles

Cognitive Lesson Objective: Comprehend management processes and principles.

Cognitive Samples of Behavior:
1. Explain the elements of the managerial environment. (L, SG)
2. Identify the four basic activities that constitute the process of management. (L, SG)
3. Differentiate between the three primary roles of managers. (L, SG)
4. Explain universality of the manager’s job. (L, SG)
5. Identify examples of managerial skills. (L, SG)

Affective Lesson Objective: Value the importance of understanding management processes and principles as they apply to Air Force officers.

Affective Sample of Behavior: Defend the importance of specific management skills to mission accomplishment.
Chapter 11. Conflict Management

Cognitive Lesson Objective: Comprehend the principles and concepts of conflict management

Cognitive Samples of Behavior:
1. Describe the five personal conflict management styles. (L, SG)
2. Assess a situation and decide whether a particular conflict management approach is suitable. (L, SG)
3. Given a scenario, identify the concepts of conflict management used to successfully accomplish the mission. (L, SG).
4. Identify sources of conflict. (L, SG)
5. Identify Filley’s Antecedents to Conflict. (L)

Cognitive Lesson Objective: Apply the concepts of conflict management to successfully accomplish the mission.

Cognitive Sample of Behavior: During the in-class exercise, use the conflict management principles and concepts to successfully complete the mission.

Affective Lesson Objective: Respond to the importance of understanding and using the concepts and principles of conflict management.

Affective Samples of Behavior:
1. Assert the importance of effective conflict management.
2. Voluntarily participate in practical exercise during the lesson.

Chapter 12. Power and Influence

Cognitive Lesson Objective: Comprehend the ways leaders and followers use power and influence to accomplish tasks.

Cognitive Samples of Behavior:
1. Identify the relationship between power and influence. (L)
2. Describe the five bases of power. (L)
3. Explain the elements of transforming power into influence (L, SG)

Affective Lesson Objective: Respond to the importance of understanding the use of power to influence others.

Affective Sample of Behavior: Assert the importance of the proper use of power.
CAPSTONE: “Remember the Titans”

Cognitive Lesson Objective: Apply concepts of Leadership and Management to the movie “Remember the Titans.”

Cognitive Samples of Behavior:

1. Using “Remember the Titans,” discuss the various aspects of the AS300 curriculum as they relate to the movie. (L, SG)
2. Identify concepts in the movie that support lessons you’ve learned in AS300. (L, SG)
3. Determine whether specific scenes in the movie reinforced concepts, principles, and ideas taught in AS300. (L, SG)
4. Estimate consequences on mission accomplishment when leaders and followers appropriately use leadership and management principles. (L, SG)
5. Analyze ROTC experiences by paralleling to key points in the movie. (L, SG)

Affective Lesson Objective: Value the relationship of the AS300 curriculum as it relates to the movie “Remember the Titans.”

Affective Sample of Behavior: Actively participate in classroom discussion by relating “Remember the Titans” to experiences in ROTC.