

Navy JROTC IV

NA7919 36 weeks

Table of Contents

Acknowledgments.....	1
Course Description.....	2
Task Essentials Table.....	3
Curriculum Framework.....	4
Implementing Advanced Leadership and Ethics Skills	4
Applying Communication Techniques	8
Demonstrating U.S. Navy Traditions, Customs, and Courtesies.....	11
Developing Advanced Citizenship	12
Examining the History and Technology of Warfare.....	14
Using Technology.....	14
Exploring Careers	16
Enforcing Discipline	17
SOL Correlation by Task.....	18
Appendix: Credentials, Course Sequences, and Career Cluster Information	21

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Course Description

Suggested Grade Level: 12

Prerequisites: NA7918

This course provides instruction in theoretical and applied aspects of leadership, individual training, and evaluation of individual and team performance. The course focuses primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding the importance of leadership; improving their leadership skills by placing them in positions of leadership, under supervision; and assisting them in analyzing the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with junior cadets. Seniors are mentored/guided in their preparation for postsecondary opportunities to include college preparation, completing scholarship applications, and the job/career choices that are available to them.

Students will be instructed in the techniques used to create motivation, develop goals and activities for a group/team, and the appropriate attitudes and behaviors required to set a positive leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long-term life goals.

Note: Unless otherwise noted, content is taken from the *Naval Junior Reserve Officers Training Corps (JROTC) Cadet Field Manual (CFM)* (11th Edition, NAVEDTRA 37116-K) and *NJROTC Cadet Reference Manual (CRM)*. Instructors are asked to continue relying heavily on their branch-specific curriculum guides to complement this core set of competencies.

Task Essentials Table

For the indicated course(s):

- Tasks/competencies designated by plus icons (+) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (-) are omitted
- Tasks marked with an asterisk (*) are sensitive.

Task Number	NA7919	Tasks/Competencies
Implementing Advanced Leadership and Ethics Skills		
39	+	Analyze group dynamics, using case study models.
40	+	Establish a team.
41	+	Explain diversity awareness and sensitivity issues in the workplace and in the military.
42	+	Demonstrate leadership qualities and skills.
43	+	Achieve leadership goals.
44	+	Demonstrate strategies for encouraging morale and esprit de corps.
45	+	Motivate others to reach a goal.
46	+	Demonstrate professionalism.
Applying Communication Techniques		
47	+	Explain the basics of effective communication.
48	+	Demonstrate the importance of two-way communication.
49	+	Explain strategies for issuing orders.
50	+	Conduct a staff meeting.
51	+	Prepare a unit brief.
52	+	Present a unit brief.
Demonstrating U.S. Navy Traditions, Customs, and Courtesies		
53	+	Conduct inspection.

54	<input checked="" type="radio"/>	Lead military drill.
Developing Advanced Citizenship		
55	<input checked="" type="radio"/>	Compare democracy in the United States to other forms of government in the world.
56	<input checked="" type="radio"/>	Demonstrate patriotism.
Examining the History and Technology of Warfare		
57	<input checked="" type="radio"/>	Research the regional and political history of a foreign land where the U.S. maintains a military presence.
Using Technology		
58	<input checked="" type="radio"/>	Teach computer skills.
59	<input checked="" type="radio"/>	Operate types of technology and use digital resources.
60	<input checked="" type="radio"/>	Master various applications.
61	<input checked="" type="radio"/>	Demonstrate personal responsibility for appropriate, legal, and ethical conduct.
62	<input checked="" type="radio"/>	Demonstrate concepts of confidentiality, security, and integrity related to computer systems.
Exploring Careers		
63	<input checked="" type="radio"/>	Research postsecondary education opportunities.
64	<input checked="" type="radio"/>	Assess all requirements to serve in the military.
Enforcing Discipline		
65	<input checked="" type="radio"/>	Maintain high ethical standards within military and civilian life.
66	<input checked="" type="radio"/>	Comply with procedures in the cadet or student handbook.

Legend: Essential Non-essential Omitted

Curriculum Framework

Implementing Advanced Leadership and Ethics Skills

Task Number 39

Analyze group dynamics, using case study models.

Definition

Analysis should include defining

- *grapevine*
- *prestige*
- *autocratic*
- their relation to group dynamics.

The case study models (e.g., billeted assignments, positive leadership techniques, classified inventory) should explain

- the differences between internal and external dynamics and how they affect group dynamics
- factors that affect the internal dynamics of a group
- examples of external dynamics that affect a group
- the responsibilities of a group leader to foster a satisfying social structure.

Process/Skill Questions

- What are the possible consequences for losing classified documents?
- In the most recent case study that was reviewed, which billets were reassigned, if any, and why were they reassigned?
- What are the five factors that affect the internal dynamics of a group?

Task Number 40

Establish a team.

Definition

Establishment of a team should include the employment of leadership strategies to use skill sets and personal attributes of selected team members, which will support the goals of leadership to achieve a specific solution or set of objectives.

Process/Skill Questions

- What leadership skills are required to participate on the military ball committee?
- What leadership skills are required to participate on the command party committee?
- What leadership skills are required to participate on the cadet of the month committee?

Task Number 41

Explain diversity awareness and sensitivity issues in the workplace and in the military.

Definition

Explanation should include examples of

- discrimination (e.g., age, gender, racial, religious)
- equal opportunity (e.g., promotions, jobs)
- equal housing and consumer (e.g., loans)
- sarcasm, censure, infractions, and inhumane activity.

Process/Skill Questions

- How can a cadet who has a physical limitation be an integral part of the unit?
- What is considered inhumane activity?

Task Number 42

Demonstrate leadership qualities and skills.

Definition

Demonstration should include personal examples from the following skill categories:

- Improving communication
- Cultivating two-way exchanges
- Avoiding communication pitfalls
- Giving commands
- Giving orders
- Obtaining cooperation
- Establishing discipline
- Improving feeling of security
- Giving constructive criticism
- Improving feeling of security
- Giving recognition
- Leading by example
- Improving organization and administration

Process/Skill Questions

- What qualifications should cadet review board members possess?
- How does a leader establish discipline?
- When should leaders to pass criticism down the chain of command?
- Why is it important for officers to pay attention to criticism and to seek in-depth reviews of performance?

- How does one identify the techniques and factors to consider when offering constructive criticism to subordinates?
- How does one identify the techniques for leaders to encourage constructive criticism up the chain of command?
- How does one identify the techniques for officers to offer constructive criticism up the chain of command?
- What are the characteristics of destructive criticism and the leader's role in averting it?

Task Number 43

Achieve leadership goals.

Definition

Achievement should include identifying a selected leadership opportunity and

- reason(s) the opportunity was selected
- personal skills that benefited leadership during the event or project
- challenges faced during the event or project
- leadership experience gained through the event or project
- analyzing the unit's end-of-year (EOY) report
- deciding which events/activities should be eliminated/added to maximize points earned.

Process/Skill Questions

- Which events/activities should be eliminated/added to maximize points earned upon analyzing the unit's end-of-year (EOY) report?
- What are some personal skills that can be gained through project leadership?
- How does one evaluate self-performance as a leader?

Task Number 44

Demonstrate strategies for encouraging morale and esprit de corps.

Definition

Demonstration should include encouraging

- morale (i.e., emotional or mental condition of cheerfulness, confidence, and zeal, especially in the face of opposition, or hardship) rewarding success and awarding accomplishments; receiving encouragement from leadership
- esprit de corps (i.e., a sense of unity and of common interests and responsibilities, as developed among a group of persons closely associated in a task, cause, or enterprise) by having leaders work in the same conditions or take on the same hardships as the followers, encouraging democratic solutions, supporting fellow team members on a personal and professional level, being punished and praised as a unit.

Process/Skill Questions

- What activities should be incorporated within the unit to increase participation on NJROTC teams?
- What is rapport? Why is it important for a leader to have rapport with subordinates?
- What activities should be incorporated within the unit to increase unit enrollment?
- What activities should be incorporated within the unit to increase academic scores?

Task Number 45

Motivate others to reach a goal.

Definition

Motivation should include

- making team members aware of their roles and the project goals
- assessing team members and applying the motivation technique that may work best for each member
- modeling behaviors and practices that exemplify expectations
- communicating effectively, listening, and understanding team members' concerns
- rewarding positive contributions to team success
- solving morale problems and encouraging focused contributions.

Process/Skill Questions

- Why is it important for team members to know their roles?
- What is an example of effective communication?

Task Number 46

Demonstrate professionalism.

Definition

Demonstration should include

- maintaining a high degree of knowledge and skill in one's field
- cooperating with others for the sake of reaching a goal and remaining goal-focused
- remaining dedicated to teamwork and objectives
- refusing to allow bias to negatively influence decisions
- refusing to allow negative personal emotions to affect morale.

Process/Skill Questions

- What are some techniques to use when dealing with negative personalities?
- How does one encourage others to remain goal-focused?

Applying Communication Techniques

Task Number 47

Explain the basics of effective communication.

Definition

Explanation should include

- identifying why proper communication is important for the mission, values, standards, and expectations of the organization
- clarifying why conjecture is not helpful to the leadership of an organization
- identifying the techniques leaders should use to encourage constructive criticism up the chain of command
- justifying why there is a need for communication security within the chain of command
- identifying the basics elements of effective communication
- describing the problems associated with tailoring communications to the audience's level of understanding and offering possible solutions.

Analyze "The Party Case Evaluation."

Process/Skill Questions

- Why is proper communications important for the mission, values, standards, and expectations of the organization?
- Why is conjecture not helpful to the leadership of an organization?
- When should leaders use constructive criticism?

Task Number 48

Demonstrate the importance of two-way communication.

Definition

Demonstration should include

- sending and receiving information
- explaining the characteristics of the two-way exchange of information
- explaining that the ability to receive feedback is essential to any unit
- explaining that an organization's leaders enhance or degrade communication by their receptivity
- stating the criteria of an effective listener
- explaining that data becomes diluted or lessened in value as it goes up the chain of command
- explaining that observation of nonverbal feedback is critical in determining audience understanding.

Process/Skill Questions

- What are five criteria of an effective listener?
- How does data become diluted or lessened in value as it goes up the chain of command?
- Why is it important to observe nonverbal feedback?

Task Number 49

Explain strategies for issuing orders.

Definition

Explanation should include the

- importance of issuing clear, concise, and unambiguous orders
- pitfalls or limitations encountered when issuing orders
- need for establishing rapport with subordinates
- importance of using criticism in private
- importance of finish a meeting on a positive note
- importance of respecting honesty and sincerity.

Task Number 50

Conduct a staff meeting.

Definition

Conducting a meeting should include

- opening the meeting
- establishing a method for recording the minutes
- establishing the ground rules
- managing time/agenda items
- managing conduct of participants
- encouraging input
- closing the meeting
- evaluating the meeting.

Process/Skill Questions

- How does one establish ground rules? When should one do it?
- Why is it important to evaluate a meeting?

Task Number 51

Prepare a unit brief.

Definition

Preparation should include consideration of

- message
- available media
- audience composition and size
- duration of presentation.

Process/Skill Questions

- How long should a unit brief last?
- What is the average audience size for a unit brief?

Task Number 52

Present a unit brief.

Definition

Presentation should include

- using written and verbal communication skills to provide content in a logical sequence
- wearing attire appropriate for the audience and subject and practice effective mannerisms (i.e., elocution, posture, gestures)
- using visual aids to enhance the message, based on audience, message, and available technology and proficiency.

Process/Skill Questions

- How should one dress when presenting a unit brief? Why is this important?
- Why is logical sequence important for a unit brief?

Demonstrating U.S. Navy Traditions, Customs, and Courtesies

Task Number 53

Conduct inspection.

Definition

Conducting a peer or self-inspection should include

- personnel inspection
- records of performance
- command checklist (e.g., drill requirements)
- feedback for improvement.

Process/Skill Questions

- Why is a command checklist important?
- Why is feedback for improvement important?

Task Number 54

Lead military drill.

Definition

Leadership should include instructing the group through the following commands:

- Attention
- Salute
- Rest positions
- Right/left face
- About face
- Eyes right/left and ready front
- Present arms and order arms
- Forward march and halt
- To the rear march
- Flanking movement
- Double time
- Mark time
- Half step
- Right/left step
- Change step

Process/Skill Questions

- Why is leading the drill important?
- How does the unity of the unit, shown in drill, reflect upon the drill leader?

Developing Advanced Citizenship

Task Number 55

Compare democracy in the United States to other forms of government in the world.

Definition

Comparison should include democracy in the United States (a constitutional republic) and the governments of the following countries:

- United Kingdom—constitutional monarchy
- France—unitary semi-presidential republic
- People's Republic of China—communist
- Russia—federation, semi-presidential republic
- Iran—Islamic republic/Theocracy
- North Korea—military dictatorship

[*Refer to Cultural Studies: Global Awareness.](#)

Process/Skill Questions

- What is constitutional monarchy?
- What is a military dictatorship?
- What are the advantages and disadvantages of each form of government?

Task Number 56

Demonstrate patriotism.

Definition

Demonstration should include

- being an informed citizen
- participating in local, state, or national services
- working for or with the government
- voting
- demonstrating and assembling peacefully
- respecting elected officials
- honoring the flag.

Process/Skill Questions

- How does one continue to be an informed citizen?
- What does honoring the flag mean?

Examining the History and Technology of Warfare

Task Number 57

Research the regional and political history of a foreign land where the U.S. maintains a military presence.

Definition

Research should include

- selecting an engagement (e.g., Iraq, Afghanistan, Somalia)
- determining the causes for and beginning dates of U.S. operations
- identifying milestones, achievements, and setbacks
- identifying the current status, resolution, or outlook.

[*Refer to Cultural Studies: Global Awareness.](#)

Process/Skill Questions

- What is a common cause of U.S. military presence in a foreign land?
- What sources are used when researching a military engagement?

Using Technology

Task Number 58

Teach computer skills.

Definition

Teaching should include instruction on

- manipulating data
- moving files
- creating a basic file (e.g., word processing, spreadsheet, database applications)
- saving a basic file

- managing back-up files.

Process/Skill Questions

- Why is it important to know how to use a computer?
- How can computer skills help a cadet?

Task Number 59

Operate types of technology and use digital resources.

Definition

Operation should include knowing which tools, software, and programs to use for specific projects.

Process/Skill Questions

- How would one defend one's choice of software if one is challenged?

Task Number 60

Master various applications.

Definition

Mastery should include satisfactory knowledge of software and consider taking proficiency tests for each application.

Process/Skill Questions

- Why is it important to master software applications?
-

Task Number 61

Demonstrate personal responsibility for appropriate, legal, and ethical conduct.

Definition

Demonstration should include

- providing examples of the success of *fair use*
- reinforcing copyright laws that affect student work

- maintaining netiquette when using technology
- affirming protection in the use of digital resources and tools to avoid illegal activity.

Process/Skill Questions

- What rights does a student have when accused of violating copyright laws?
- What is a student's ethical responsibility when encountering illegal activity on the Internet?
- What are the actions to take when solving ethical issues based on pressure, seeking the truth, subordinates, organization, the rules, and additional points?
- What are the definitions of *ethical code*, *integrity*, *transgression*, *accountability*, *infraction*, *condone*, *impropriety*, and *solicit*?
- What factors should one consider when determining the proper actions to take when trying to solve ethical issues?

Task Number 62

Demonstrate concepts of confidentiality, security, and integrity related to computer systems.

Definition

Demonstration should include

- providing ways to ensure that online information is secure
- controlling sources of information (integrity)
- mastering the use of social networking sites.

Process/Skill Questions

- How does one constantly maintain a secure site?
- What does one do if one suspects unethical activity?

Exploring Careers

Task Number 63

Research postsecondary education opportunities.

Definition

Research should focus on a single career path and include exploration of

- company and on-the-job training opportunities, including apprenticeships and internships
- community college (i.e., two-year degree programs or certificates)
- four-year colleges or universities
- business or trade schools/technical schools
- online courses, degree programs, and certifications
- the military.

Process/Skill Questions

- How might one compare the benefits of a community college vs. four-year college or university?
- Why would a student choose to attend a trade school instead of college?
- How can the military assist one in accomplishing educational goal?

Task Number 64

Assess all requirements to serve in the military.

Definition

Assessment should include

- age
- level of completed education and satisfactory academic performance
- physical health and mental well-being.

Additional items may or may not affect admission into the military, including

- number of dependents under 18 years of age
- criminal record
- U.S. citizenship status (for officers).

Process/Skill Questions

- How does a criminal record affect one's chances of entering the military?
- What level of education does one need to join the military?
- What are some of the reasons that prohibit candidates from joining the military?

Enforcing Discipline

Task Number 65

Maintain high ethical standards within military and civilian life.

Definition

Maintenance should include

- taking action with regard to ethical issues (e.g., based on pressure, seeking the truth, subordinates, organization, the rules, and additional points)
- using the six categories of ethical dilemmas
- defining
 - *ethical code*
 - *integrity*
 - *transgression*
 - *accountability*
 - *infraction*
 - *condone*
 - *impropriety*
 - *solicit*
- using ethical standards to determine which actions to take when trying to solve ethical problems
- leading by example and instilling confidence in others
- putting the unit first and sacrificing for the benefit and principles of the unit
- making leadership decisions, acting in an irreproachable and trustworthy manner.

Process/Skill Questions

- Why is it important to lead by example?
- Why must leaders sometimes have to sacrifice personal activities for the benefit of the unit?
- Why would it make sense for a leader to possess high ethical standards in the military?

Task Number 66

Comply with procedures in the cadet or student handbook.

Definition

Compliance should include identification of and adherence to expectations that coincide with performance evaluation.

Process/Skill Questions

- How does one know that one is not in compliance with NJROTC procedures?
- What happens if one is not in compliance?

SOL Correlation by Task

39	Analyze group dynamics, using case study models.	English: 12.5
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40	Establish a team.	English: 12.1 History and Social Science: GOVT.1, GOVT.16
41	Explain diversity awareness and sensitivity issues in the workplace and in the military.	English: 12.5 History and Social Science: GOVT.9
42	Demonstrate leadership qualities and skills.	History and Social Science: GOVT.1, GOVT.16
43	Achieve leadership goals.	English: 12.5 History and Social Science: GOVT.1, GOVT.16
44	Demonstrate strategies for encouraging morale and esprit de corps.	English: 12.1 History and Social Science: GOVT.16
45	Motivate others to reach a goal.	English: 12.1 History and Social Science: GOVT.16
46	Demonstrate professionalism.	History and Social Science: GOVT.16
47	Explain the basics of effective communication.	English: 12.5 History and Social Science: GOVT.9
48	Demonstrate the importance of two-way communication.	English: 12.5 History and Social Science: GOVT.1, GOVT.9
49	Explain strategies for issuing orders.	English: 12.5 History and Social Science: GOVT.16
50	Conduct a staff meeting.	English: 12.1 History and Social Science: GOVT.16
51	Prepare a unit brief.	English: 12.1 History and Social Science: GOVT.1
52	Present a unit brief.	English: 12.1 History and Social Science: GOVT.16
53	Conduct inspection.	English: 12.1
54	Lead military drill.	English: 12.1

		History and Social Science: GOVT.16
55	Compare democracy in the United States to other forms of government in the world.	English: 12.5, 12.8 History and Social Science: GOVT.1, GOVT.2, GOVT.3
56	Demonstrate patriotism.	History and Social Science: GOVT.1, GOVT.16
57	Research the regional and political history of a foreign land where the U.S. maintains a military presence.	English: 12.8 History and Social Science: GOVT.1
58	Teach computer skills.	English: 12.1, 12.2 Mathematics: COM.7, COM.10, COM.16
59	Operate types of technology and use digital resources.	English: 12.2
60	Master various applications.	
61	Demonstrate personal responsibility for appropriate, legal, and ethical conduct.	English: 12.5 History and Social Science: GOVT.1, GOVT.6, GOVT.16
62	Demonstrate concepts of confidentiality, security, and integrity related to computer systems.	History and Social Science: GOVT.16
63	Research postsecondary education opportunities.	English: 12.8
64	Assess all requirements to serve in the military.	
65	Maintain high ethical standards within military and civilian life.	English: 12.3, 12.5 History and Social Science: GOVT.16
66	Comply with procedures in the cadet or student handbook.	English: 12.5

Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Armed Services Vocational Aptitude Battery Examination
- College and Work Readiness Assessment (CWRA+)
- National Career Readiness Certificate Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: *A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.*

- Navy JROTC I (NA7913/36 weeks)
- Navy JROTC II (NA7916/36 weeks)
- Navy JROTC III (NA7918/36 weeks)

Career Cluster: Education and Training	
Pathway	Occupations
Administration and Administrative Support	Instructional Coordinator Training and Development Manager
Professional Support Services	Instructional Developer
Teaching and Training	Coach, Secondary Level Instructional Coordinator Training Consultant/Training Specialist

Career Cluster: Government and Public Administration	
Pathway	Occupations
Foreign Service	Diplomatic Courier Foreign Service Worker Interpreter/Translator
Governance	Legislative Aide Legislator
National Security	Combat Specialty Officer Military Enlisted Personnel

Career Cluster: Government and Public Administration	
Pathway	Occupations
	Military Intelligence Specialist Military Officer Special Forces Personnel
Planning	Economic Development Coordinator Urban and Regional Planner
Public Management and Administration	Court Clerk Government Accountant/Auditor Postal Service Clerk Postmaster/Mail Superintendent
Regulation	Compliance Officer Environmental Compliance Inspector Private Detective, Investigator
Revenue and Taxation	Compliance Officer

Career Cluster: Law, Public Safety, Corrections and Security	
Pathway	Occupations
Correction Services	Corrections Officer Probation, Parole Officer
Emergency and Fire Management Services	Emergency Medical Technician, Paramedic Firefighter
Law Enforcement Services	Police Officer
Legal Services	Records Processing Assistant
Security and Protective Services	Private Detective, Investigator Security Officer

Career Cluster: Transportation, Distribution and Logistics	
Pathway	Occupations
Facility and Mobile Equipment Maintenance	Diesel Service Technician
Health, Safety and Environmental Management	Health, Safety, and Environment Manager
Logistics Planning and Management Services	Logistics Analyst Logistics Engineer Logistics Manager
Sales and Service	Dispatcher
Transportation Operations	Transportation Manager
Transportation Systems/Infrastructure Planning, Management and Regulation	Civil Engineer Civil Engineering Technician Transportation Manager
Warehousing and Distribution Center Operations	Traffic Engineer Transportation Manager