

Leadership Development Program (LDP) Handbook

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1. REFERENCES:

a. AR 145-1, Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training

b. Cadet Command Reg 145-3

c. FM 6-22, Army Leadership

2. **PURPOSE:** To establish procedural guidance for the execution of the Leadership Development Program within Cadet Command

3. **GENERAL:** Leader development is a continuous process of training, assessment and feedback with the goal of instilling and enhancing desirable behavior in military organizational managers. Within Cadet Command, this process is known as the **Leadership Development Program (LDP)**, modeled after principles spelled out in FM 6-22, *Army Leadership*, and standardized in campus and LDAC environments. The flexible methodology of LDP accommodates personalized, individual development at all levels of proficiency throughout the cadet's ROTC experience, from program entry to commissioning. The LDP includes basic leadership training, periodic assessment, and counseling at both team and individual level by experienced observers. Trends and corrective actions are identified and followed with retraining and reassessment in a continuous cycle. Effective leader development is progressive, building on lessons learned and maximizing individual potential.

4. LEADERSHIP DEVELOPMENT PROGRAM (LDP).

a. **PURPOSE:** The LDP is an individual-focused training process designed to develop leadership skills in a variety of training environments. It is administered on-campus by a primary assessor (Military Science instructor) and at other courses (LTC, LDAC, etc.) by TACs (Train, Advise, Counsel), and uses an integrated system of structured leadership opportunities to maximize potential and predict success as a lieutenant. Periodically, cadet progress is determined and individual potential to lead soldiers gauged. Using the Army's BE-KNOW-DO concept to express what attributes are required of Army leaders, the LDP seeks to develop cadets into agile, multi-skilled officers who will:

(1) **BE: A Leader of Character** *(What an Army Leader Is)*

Character is essential to successful leadership. It determines who people are and how they act. It helps determine right from wrong and choose what is right. The factors, internal and central to a leader, which make up the leader's core are—

- Army Values.
- Empathy.
- Warrior Ethos.

(2) **BE: A Leader with Presence** *(What an Army Leader Is)*

Presence is not just a matter of the leader showing up; it involves the image that the leader projects. Presence is conveyed through actions, words, and the manner in which leaders carry themselves. A reputation is conveyed by the respect that others show, how they refer to the leader, and respond to the leader's guidance. Presence is a critical attribute that leaders need to understand. A leader's effectiveness is dramatically enhanced by understanding and developing the following areas:

- **Military bearing:** projecting a commanding presence, a professional image of authority.
- **Physical fitness:** having sound health, strength, and endurance, which sustain emotional health and conceptual abilities under prolonged stress.
- **Composed and Confidence:** projecting self-confidence and certainty in the unit's ability to succeed in whatever it does; able to demonstrate composure and outward calm through steady control over emotion.
- **Resilience:** showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

(3) **KNOW: A Leader with Intellectual Capacity** *(What an Army Leader Is)*

An Army leader's intelligence draws on the mental tendencies and resources that shape conceptual abilities, which are applied to one's duties and responsibilities. Conceptual abilities enable sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically, and with cultural sensitivity to consider unintended as well as intended consequences. Some decisions may set off a chain of events. Therefore, leaders must attempt to anticipate the second- and third-order effects of their actions. Even lower-level leaders' actions may have effects well beyond what they expect. The conceptual components affecting the Army leader's intelligence include ---

- Mental agility
- Sound judgment
- Innovation
- Interpersonal tact
- Domain knowledge

(4) **DO: Core Leader Competencies** *(What an Army Leader Does)*

The core leader competencies emphasize the roles, functions, and activities of what leaders do. Leaders

serve to provide purpose, direction and motivation. LDP strives to develop Army leaders work hard to **lead** people, to **develop** themselves, their subordinates, and organizations, and to **achieve** mission accomplishment across the spectrum of conflicts.

Continuously building and refining values and attributes, as well as acquiring professional knowledge, is only part of becoming a competent leader. Leadership succeeds when the leader effectively acts and applies the core leader competencies and their subsets. As one moves from direct leadership positions to the organizational and strategic leader levels, those competencies take on different nuances and complexities.

b. **TRAINING FOR THE FUTURE:** Cadets train to meet the need of the Army for leaders of character who can take charge under any condition. Properly administered, leader development provides cadets with systematic problem-solving and self-analysis skills in a progressive cycle of training, periodic assessment, constructive counseling, retraining and reassessment. The counseling and other feedback processes mirror those used in the US Army, familiarizing cadets with the expectations of the leader and enhancing their self-sufficiency and ability to lead soldiers effectively. Analysis of each cadet's growth or failure to grow provides valuable insight to the cadet's leadership potential. While time constraints do not normally allow cadets to be fully trained during their time in the program, the skills they receive here enable continued development long after they leave ROTC.

c. **FEATURES OF LDP:** The assessment process within LDP is standardized throughout the command and is based on the following features:

(1) **Standardized Assessment Technology.**

Each LDAC and on-campus program assesses cadet behavior using a prescribed process and common leadership performance indicators (LPI) that are aligned with the attributes and core leader competencies in FM 6-22, Army Leadership (Appendix A). Each assessor must be trained in the applications of LDP and faithfully model LDP skills/standards whenever possible. Standardized Cadet Command reports (Appendices B, C, & D) are used to document performance and potential.

(2) **Individual Focus.** The LDP establishes a model that identifies individual training needs, creates a plan of development, trains, and assesses cadet performance, all with the goal of developing cadets to their maximum individual potential. Following each assessment, cadets are provided timely, focused developmental feedback in the form of individual counseling. Cadet performance is thoroughly

documented in individual cadet files (e.g., Job Performance Summary Cards and the Cadet Evaluation Report) which reflect information used to quantify performance and potential. The assessment of individual growth considers each cadet's history of performance.

(3) **Provides Developmental Feedback.**

Timely periodic performance feedback provides cadets with tools to begin improvement. Each time cadet performance is assessed, notable strengths and weaknesses are addressed and specific means for improvement are discussed in detail with the cadet. Depending on the nature of the assessment scenario, the assessor provides formal or informal feedback in the form of performance test scores, counseling sessions, coaching, encouraging and individual or team after action reviews (AARs).

(4) **Structuring Leadership Opportunities.**

Leadership opportunities are practical exercises in leading and caring for subordinates, and used as a training tool to emphasize key teaching points. Given sufficient time, cadets exhibiting random behavior will eventually demonstrate their abilities and potential; however, due to its unpredictability, random behavior cannot be relied upon as a means of illustrating and emphasize teaching points in a timely manner. The LDP utilizes formally structured leadership opportunities by assigning cadets leadership roles with specific and implied tasks and giving them time to plan, prepare, and execute their duties. The use of structured opportunities enables assessors to direct actions to ensure that experiences are consistent with the cadet's developmental needs.

(5) **Assessor Qualification.** While unique to Cadet Command, the LDP derives its basic elements from Army leadership principles. Battalion cadre bring to ROTC a familiarity with those principles, along with a variety of technical, tactical, and leadership experiences. However, the greater emphasis placed on leader development in Cadet Command demands degrees of proficiency and standardization among assessors beyond those required in most Army experiences. Initial leadership assessor training from the School of Cadet Command and subsequent on-the-job training (OJT) directed by battalion commanders complements previous experience. LDAC evaluation staffs provide appropriate orientation and assessment training to cadre assigned as TAC Officers/Non-Commissioned Officers. LDAC training committee evaluators are also trained in the assessment process, emphasizing specific responsibilities for their particular committees, but based on standardized LDP assessment policies and principles.

(6) **Peer Ratings.** Peer assessments utilize the viewpoint of other cadets to provide additional

developmental feedback to cadet leaders. Battalion commanders and LDAC cadre employ peer assessments to assist in validating cadre assessments, identify trends and issues from within the cadet team, and provide valuable perspective on leader performance by those most affected. Because of their closer physical and social proximity, peers are often the first to identify issues affecting leader performance.

(7) Link to Evaluation and Accessions.

Cadet performance at the Leader's Training Course (LTC), Leader's Development and Assessment Course (LDAC), and on campus is linked to evaluation and cadet management decisions (e.g., contracting, cadet promotions, overall LDAC

performance, commissioning). In addition, the complete record of cadet performance/potential on campus and at LDAC is fully documented on the Cadet Evaluation Reports and entered into the cadet's accessions packet.

d. **LDP MODEL:** Leader Development begins on the cadet's entry into the ROTC program and continues until the cadet is commissioned as a lieutenant. The focus shifts over time from basic life skills (interpersonal behavior, time management, physical appearance, etc.) to more complex, professional-level skills equal to those expected of a lieutenant. Figure 1 reflects the command model for administering the LDP.

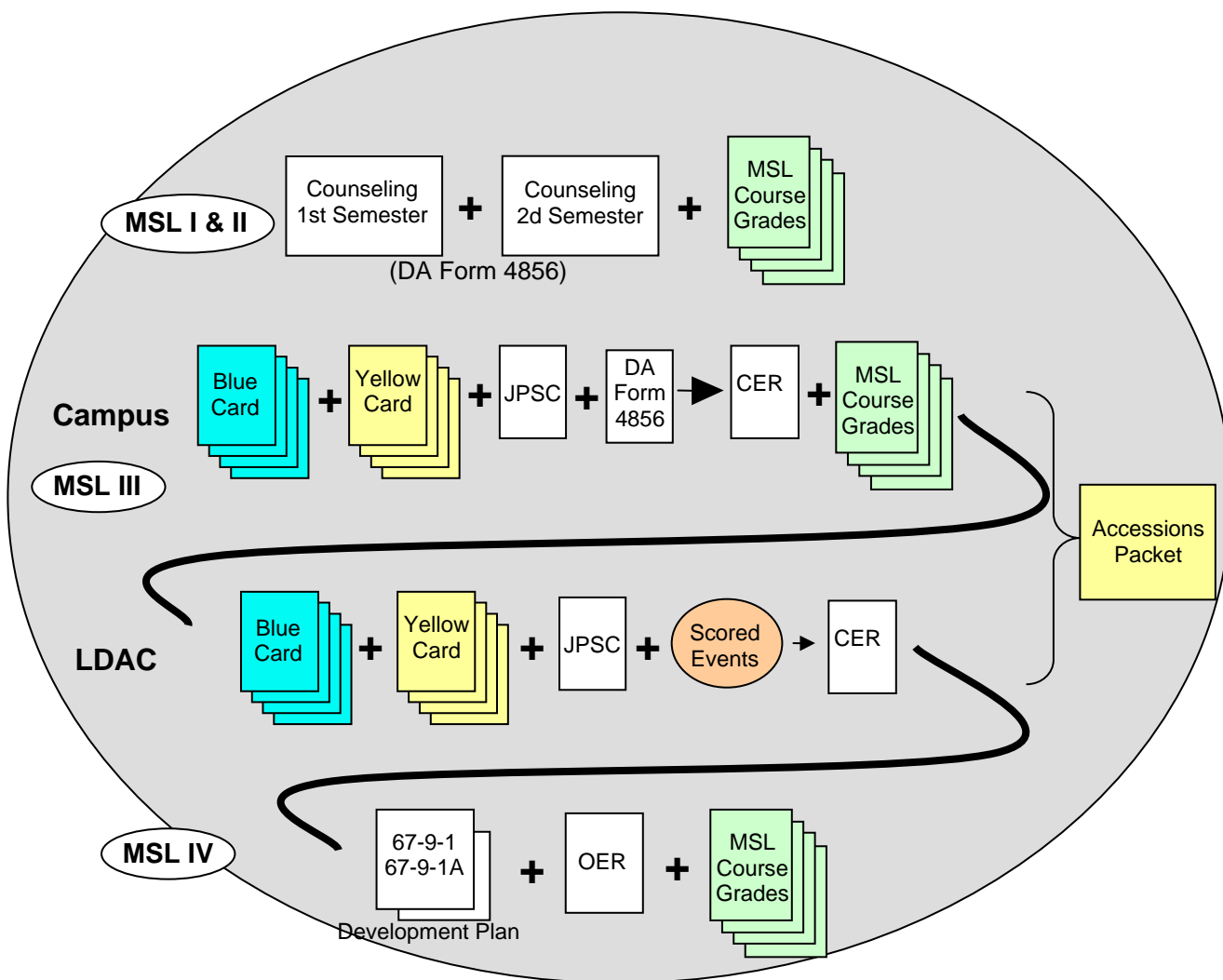


Figure 1 - LDP Model

(1) **MS I and MS II Years.** The PMS ensures all MS I and MS II cadets receive developmental counseling each semester from either an upper class cadet or a member of the battalion cadre. While the PMS may adjust this scheme to fit school

circumstances, the quality of all counseling is controlled, both in form and content, by battalion cadre. This counseling is recorded on DA Form 4856, Developmental Counseling Form (Appendix B).

(2) **MS III Year.** From the standpoint of training, assessment, and leadership development, the MS III year is the most intensive of a cadet's ROTC experience. During this year, as the cadet prepares for and attends the Leader Development and Assessment Course (LDAC), performance and potential data becomes a part of the permanent evaluation and cadet accessions record. The PMS maintains a record of cadet performance during the MS III or MS IV year (whichever immediately precedes LDAC attendance) and the data reflected on the Cadet Evaluation Report (CER). Likewise, at LDAC, the Job Performance Summary Card (JPSC, Para. 6) and all scored events data is used to develop the CER for each cadet. In both instances the cadet serves in a series of leadership positions where performance is assessed by cadre, and where cadet self-assessment and trends in behavior are evaluated over time. Following LDAC, battalion cadre use feedback obtained to determine developmental requirements for the MSIV year.

(3) **The MS IV Year.** In preparation for entry into Army service, MS IV cadets, with cadre assistance, prepare Officer Development Support Forms and Junior Officer Development Support Forms, IAW AR 623-3. The PMS counsels cadets based on their overall performance and support forms and completes an Officer Evaluation Report for each MS IV cadet during the last semester of the MS IV year.

(4) **LDP Reports and Forms.** To facilitate the LDP process, Cadet Command has adopted standardized administrative formats used for recording and reporting cadre observations. The administrative forms are shown in Appendix B (LDP Forms), Appendix C (Cadet Evaluation Report), and Appendix D (Cadet Evaluation System Worksheet). Utilization of these forms IAW this publication is directed and standardized in all Cadet Command training.

5. **ASSESSING BEHAVIOR:** Assessment is a periodic process that measures effectiveness of previous training. Using information gathered through assessment, leader progress is gauged, proficiency determined, and developmental plan validated or modified. Periodic assessment is a critical component of a cycle of continuous, progressive training (Figure 2) that identifies developmental needs and provides necessary corrective actions.

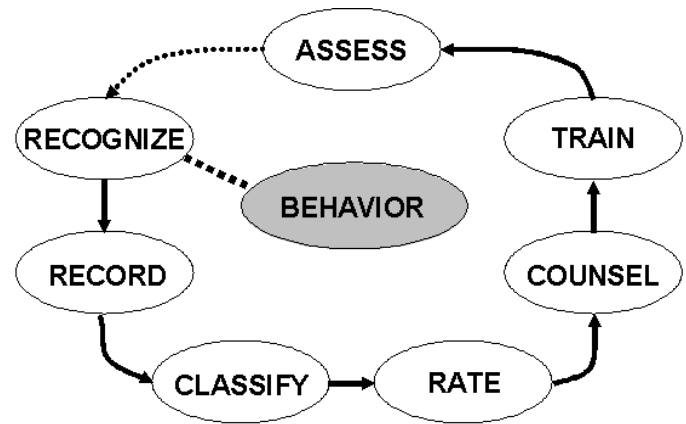


Figure 2 - Cycle of Assessment

a. **RECOGNIZING BEHAVIOR:** Defined as the response of an individual to its environment, behavior is constantly present to one degree or another. *Leader behavior* is that which impacts current and future leader effectiveness. Assessors must be proficient in distinguishing between behavior that affects leader effectiveness and that which carries little, if any, impact.

(1) **Critical and Non-Critical Behavior:** For the purposes of development, behavior can be conveniently divided into two categories; *critical*, (leader) behavior, and *non-critical* behavior. Critical behavior has significant impact on the effectiveness of the leader in current or future situations; non-critical behavior has little or no impact. Since the criticality of behavior often changes with the environment, behavior must always be viewed in the context of the current situation. In unstructured observations of leader performance, an abundance of non-critical behavior provides little insight to the individual's leader effectiveness; in order to gain sufficient critical information to render a proper assessment, the observation period might have to be unacceptably extended. In order to maximize training value, individuals are often placed in structured *leadership opportunities* designed to elicit critical behaviors within a reasonable period of time.

(2) **Direct and Indirect Observation:** Behavior may be *directly* or *indirectly* observed. Many aspects of individual physical behavior (e.g., appearance, interaction, outward displays of emotion, etc.) are directly observable. While mental processes are not directly observable, they are often evident in the individual's behavior and may be accurately, albeit indirectly, observed (e.g., individual's response to a crisis gives insight to the decision-making process).

(3) **First- and Second-Hand Observation:** Behavior may be recognized through first-hand or second-hand observation. First-hand observation is the personal observation of behavior by the assessor.

Second-hand observations are those gained from other sources (e.g., even if the orders process was not observed, the assessor may determine leader effectiveness by querying subordinates to ensure critical information has been disseminated). When relying on second-hand observations, assessors must judge the accuracy of the source before coming to a conclusion.

(4) Expanding the Scope of Observation:

Leaders are expected to exhibit character whether in a traditional position of leadership (squad leader, platoon sergeant, etc) or not. However, cadets who are assessed only during leadership opportunities may sense that leadership is important only when an assessment is taking place. Using the predictability of recurring leadership opportunities to their advantage, some cadets use gamesmanship and performance “masking” to inappropriately anticipate problems and hide personal shortcomings, and revert to their true character only after the leadership opportunity is over. Assessors may maximize development by observing the cadet under a variety of situations where problem-solving skills are challenged and where character is often displayed in candid, unguarded moments of spontaneous behavior. Such spontaneity can be initiated by moving the cadet out of the comfort zone of familiar surroundings, both in and out of the ROTC environment. Additionally, a great deal can be learned about a cadet’s character through judicious attention to day-to-day behavior and outside sources such as peers, academic advisors, law enforcement agencies, family, friends, etc. Particular attention should be paid to the slightest indications of:

A. Alcohol or substance abuse – marked, unexplained changes in behavior or performance (both positive and negative), public drunkenness, drinking while alone or throughout the day, etc.

B. Time management problems – inability to meet demands of academics or work schedule.

C. Personality or psychological problems – inappropriate, antisocial or irrational behavior, lapses in judgment or immaturity.

D. Academic difficulties – inability to grasp and apply concepts, signs of learning disabilities

E. Family problems – inappropriate handling of domestic issues, spouse or child abuse, or similar issues with boy- or girlfriend

F. Financial difficulty – recurring or habitual indebtedness, living beyond resources, inability to live within budget

G. Dishonesty – habitual lying, failure to accept responsibility, stealing, tolerating or covering up others’ acts

H. Lack of social skills – chronic immaturity, aggressive or combative behavior, excessive shyness, inappropriate language, generally obnoxious, avoids contact with others, intolerant of peers, refusal to socialize, physically separates from others at functions

J. Cultural or gender intolerance – racism, bigotry, harassment, inappropriate sexual behavior

Cadre should consider information from any source *after investigating to ensure credibility*. Undesirable behavior in any one of these areas can negatively impact a leader’s effectiveness in the future. Identifying trends and applying timely corrective actions may stop incipient problems before they become life-long habits. Additionally, attention to behavior that falls outside the traditional military environment reinforces the perception that leaders are expected to maintain character at all times, not only when participating in military training.

b. RECORDING BEHAVIOR: In the assessment process, critical details of observed behavior are noted for future reference (counseling, developmental training, etc.).

(1) Noting Behavior - If the time period spanned by the observation is short, the pace less rapid, or the behavior less complex, details are often noted mentally; if the observation period is longer, pace more rapid, or behavior more complex, short term memory may not be trusted to provide necessary detail, and some form of note-taking is useful.

(2) Written Notes - Written notes should contain sufficient information to enable the assessor to recall salient details. As an aid to the assessor in recording useful details, the sample format below captures the essential elements of behavior; **Situation, Task, Action, Result, and Time (STAR-T)**. The detail contained in notes is dependent on the experience and proficiency of the assessor; experienced assessors may streamline the note-taking process by using appropriate abbreviations.

(3) Notes as an Aid - As levels of proficiency vary from assessor to assessor, so does the degree of detail needed in recording behavior. As proficiency increases, notes tend to become more concise and focused.

(4) Note-taking tips:

A. Notes are tools used to recreate context surrounding critical behavior and increase the quality of performance feedback. Although not a part of the formal administrative record, assessors often find a need to refer to specific behavior that has taken place in the past. To facilitate quick reference, assessors should maintain an organized record of notes taken. Every note taken should have a purpose.

B. Allow events to develop before recording. By doing so, the assessor gains a more complete picture of behavior and reduces unproductive note-taking. Observe behavior for a reasonable period of time, ranging from several minutes to several hours, depending on the task. At the conclusion of the time period, at a logical point or break in action, summarize what was seen in its full context.

C. To reduce the inefficiency of non-productive writing, the assessor must differentiate between critical (relevant) and non-critical (irrelevant) behavior. It is seldom necessary to record all actions taken by an individual.

D. Some dimensional behavior (e.g., Interpersonal, Communication, Physical, etc.) might reasonably be expected to recur and be seen frequently throughout the leadership opportunity. Assessors should refrain from recording each incident of commonly recurring behavior;

instead, summarize that behavior at the conclusion of the opportunity. Summarized statements should recognize specific examples of behavior that are

exceptionally positive or negative and that may be used to support summary ratings as well as behavior to be noted in performance counseling.

E. Ensure abbreviations or “shorthand” used to reduce writing is easily understood.

Example of noted behavior:

After passing guidance to team leaders, cadet positioned himself to monitor preparation of defenses; noted gaps in fields of fire and repositioned automatic weapons. Skillfully used opportunity to tactfully educate team leader in deploying weapons

c. **CLASSIFYING BEHAVIOR:** Classifying behavior aids in focusing developmental attention on behavioral causes rather than results. Leader behavior is classified by breaking it down into its most basic elements. In FM 6-22, the critical elements of leader behavior are listed in the Army’s Leadership Requirements Model (LRM) (Fig. 3) and categorized in the two major leadership areas of: *Attributes (What an Army Leader Is)* and *Core Leader Competencies (What an Army Leader Does)*. Each area highlights separate and distinct aspects of behavior that impact leader effectiveness. In the LDP model, any (but not necessarily all) of which may be displayed at any given time. In the assessment process, behavior in each observed area of the LRM is quantified using a proprietary set of standards of performance, or Leadership Performance Indicators, and is discussed further in paragraph 5d, Rating Behavior.

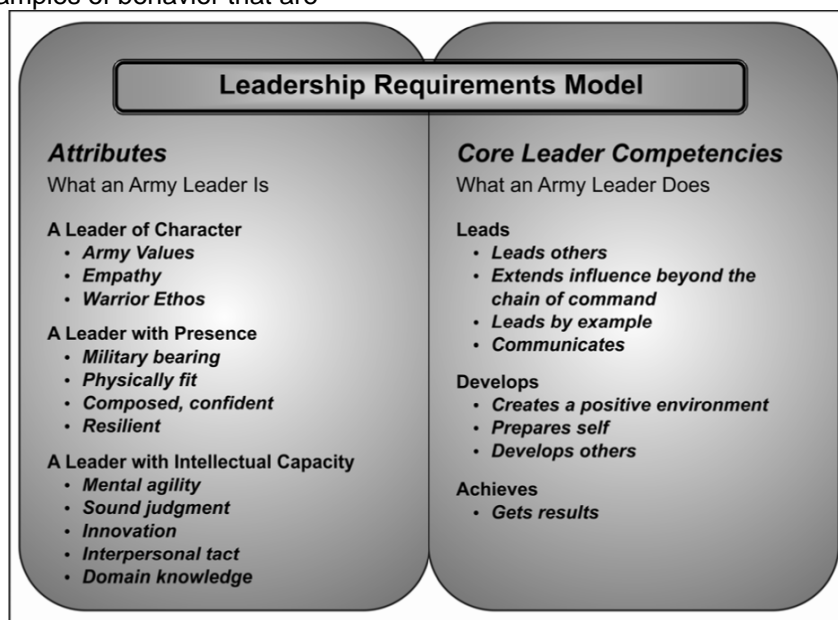


Figure 3 – Army Leadership Requirements Model

Although a short observation of behavior is unlikely to reflect all areas of the LRM, any attribute, core leader competency, or combinations of both may be demonstrated at any given time. Over time, cadets will exhibit some degree of proficiency (positive or negative) in all LRM areas. With additional opportunities over time, the trained assessor makes multiple observations of each attribute and core leader competency, enabling an accurate assessment of the individual's capabilities and limitations. The Leadership Performance Indicators (Appendix A) aid in classifying behavior by providing illustrative examples of the types of behavior that typically constitutes each area of the LRM. Since it is not possible for the examples to be all-inclusive, assessors are free to use judgment to classify behavior not specifically referenced in the Leadership Performance Indicators. The following provide encapsulated definitions by Attribute and Core Leader Competency to further assist in initial orientation. Where additional guidance is necessary, detailed definitions of leadership attributes and core leader competencies are contained in FM 6-22.

(1) **ATTRIBUTES**

Attributes are characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how an individual behaves in their environment. Attributes for Army leaders are aligned in the three main areas of Character, Presence, and Intellectual Capacity. Since they often form the basis of first impression, the leader's initial effectiveness is particularly affected by Attributes. The leader is expected to demonstrate appropriate Attributes as the situation dictates and, over time, demonstrate strength in each.

(2) **A Leader of Character**

Character, a person's moral and ethical qualities, helps determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or the consequences. An informed ethical conscience consistent with the Army Values strengthens leaders to make the right choices when faced with tough issues. Since Army leaders seek to do what is right and inspire others to do the same, they must embody these values.

(3) **Army VALUES**

Values reflect the individual's sense of obligation to and attitudes about other people, concepts, and the profession of arms, and are possessed to varying degree by all individuals. The goal of leader development is to define and instill Army Values in the individual, reflecting standards of performance exceeding those of society in general. The leader faithfully adheres to Army values in all situations, even to the point of personal sacrifice when necessary. Values are often most visibly demonstrated when personal cost is incurred. As a

defender of the Constitution, the country, and others not capable of defending themselves, the leader demonstrates commitment through values, and earns the trust of the nation.

A. **LOYALTY (LO)** – Allegiance to those who are reliant on the leader for support. Loyalty is required to ensure the success of the chain of command and subordinates, and generates loyalty and support in return.

B. **DUTY (DU)** – Fulfilling professional obligations with a strong work ethic; personal initiative compels the leader to exceed minimum standards. Leaders with a strong sense of duty demonstrate and enforce high professional standards.

C. **RESPECT (RE)** – Treating people as they should be treated. The leader demonstrates the value of dignity and human worth, creating a positive climate of command and projecting cultural tolerance.

D. **SELFLESS SERVICE (SS)** – Putting the welfare of the nation, the Army, and subordinates before self. The leader is willing to forego personal comforts for the sake of others, with no prospect of reward.

E. **HONOR (HO)** – Demonstrating a keen sense of ethical conduct; compelled to do the right thing. The honorable leader protects the reputation of the profession through personal actions.

F. **INTEGRITY (IT)** – Consistently adheres to moral and legal obligations. The leader is truthful and upright at all times.

G. **PERSONAL COURAGE (PC)** – Overcoming personal fears, both physical and psychic. While fears are a necessary component of human behavior, the leader is able to weigh the potential costs against the greater need, put fear (both real and imagined) aside and do what is necessary to complete the mission.

H. **EMPATHY (EP)** – Army leaders show a propensity to share experiences with the members of their organization. When planning and deciding, try to envision the impact on Soldiers and other subordinates. The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions, enables the Army leader to better care for civilians, Soldiers, and their families.

I. **WARRIOR ETHOS (WE)** –

The Warrior Ethos refers to the professional attitudes and beliefs that characterize the American Soldier. It echoes through the precepts of the Code of Conduct and reflects a Soldier's selfless commitment to the Nation, mission, unit, and fellow Soldiers. The Warrior Ethos was developed and sustained through discipline, commitment to the Army Values, and pride in the Army's heritage. A strong Warrior Ethos is the foundation for the winning spirit that permeates the institution.

(4) **A Leader with Presence**

The impression that a leader makes on others contributes to the success in leading them. How others perceive a leader depends on the leader's outward appearance, demeanor, actions, and words. Followers need a way to size up their leaders. Leaders who are willing to go everywhere, including where the conditions are the most severe, illustrate through their presence that they care. There is no greater inspiration than leaders who routinely share in team hardships and dangers. Moving to where duties are performed allows the leader to have firsthand knowledge of the real conditions Soldiers face.

A. MILITARY BEARING (MB) –

Projecting a commanding presence; pride in self starts with pride in appearance. Army leaders are expected to look and act like professionals. They must know how to wear the appropriate uniform or civilian attire and do so with pride. A professional presents a decent appearance because it commands respect. Professionals must be competent as well. They look good because they are good.

B. PHYSICALLY FIT (PF) –

Unit readiness begins with physically fit Soldiers and leaders, for combat drains physically, mentally, and emotionally. Physically fit people feel more competent and confident, handle stress better, work longer and harder, and recover faster. These attributes provide valuable payoffs in any environment. The physical fitness requirements for Army leaders have significant impact on their personal performance and health. Since leaders' decisions affect their organizations' combat effectiveness, health, and safety, it is an ethical as well as a practical imperative for leaders to remain healthy and fit.

C. CONFIDENT (CF) –

Confidence is the faith that leaders place in their abilities to act properly in any situation, even under stress and with little information. Leaders who know their own capabilities and believe in themselves are confident. Self-confidence grows from professional competence. Too much confidence can be as detrimental as too little confidence. Both extremes impede learning and adaptability. Bluster—

loud-mouthed bragging or self-promotion—is not confidence. Truly confident leaders do not need to advertise their gift because their actions prove their abilities.

The behavior attribute of composure is also included in this area. Displaying composure when things are not going well can be a challenge for anyone, but is important for the leader to lead others through a grave situation. Composure is a key component of leader presence. A leader must be able to demonstrate composure and outward calm in difficult situations.

D. RESILIENT (RS) –

Resilient leaders can recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining their mission and organizational focus. Their resilience rests on will, the inner drive that compels them to keep going, even when exhausted, hungry, afraid, cold, and wet. Resilience helps leaders and their organizations to carry difficult missions to their conclusion.

(5) **A Leader with Intellectual Capacity**

A leader's intelligence draws on the mental tendencies and resources that shape conceptual abilities, which are applied to one's duties and responsibilities. Conceptual abilities enable sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically, and with cultural sensitivity to consider unintended as well as intended consequences.

A. MENTAL AGILITY (MA) –

Mental agility is a flexibility of mind, a tendency to anticipate or adapt to uncertain or changing situations. Agility assists thinking through second- and third-order effects when current decisions or actions are not producing the desired effects. It helps break from habitual thought patterns, to improvise when faced with conceptual impasses, and quickly apply multiple perspectives to consider new approaches or solutions.

B. SOUND JUDGMENT (SJ) –

Judgment goes hand in hand with agility. Judgment requires having a capacity to assess situations or circumstances shrewdly and to draw feasible conclusions. Good judgment enables the leader to form sound opinions and to make sensible decisions and reliable guesses. Good judgment on a consistent basis is important for successful Army leaders and much of it comes from experience.

C. INNOVATION (IN) –

Innovation describes the leader's ability to introduce something new for the first time when needed or an opportunity exists. Being innovative includes creativity in the production of ideas that are

original and worthwhile. Sometimes a new problem presents itself or an old problem requires a new solution. Army leaders should seize such opportunities to think creatively and to innovate.

D. INTERPERSONAL TACT (IP) –

Effectively interacting with others depends on knowing what others perceive. It also relies on accepting the character, reactions, and motives of oneself and others. Interpersonal tact combines these skills, along with recognizing diversity and displaying self-control, balance, and stability in all situations. Good leaders control their emotions.

E. DOMAIN KNOWLEDGE (DK) –

Be technically and tactically proficient. Domain knowledge requires possessing facts, beliefs, and logical assumptions in many areas. Tactical knowledge is an understanding of military tactics related to securing a designated objective through military means. Technical knowledge consists of the specialized information associated with a particular function or system. Soldiers expect leaders to know their trade.

(6) CORE LEADER COMPETENCIES

The core leader competencies stem directly from the Army definition of leadership: *Leadership* is influencing people by providing purpose, motivation, and direction while operating to accomplish the mission and improve the organization. The core leader competencies emphasize the roles, functions, and activities of what leaders do. Leaders are expected to demonstrate appropriate attributes as the situation dictates and, over time, demonstrate strength in each.

(7) LEADS

Leading is all about influencing others. Leaders and commanders set goals and establish a vision, and then must motivate or influence others to pursue the goals. Leaders influence others in one of two ways. Either the leader and followers communicate directly, or the leader provides an example through everyday actions. Leading by example is a powerful way to influence others and is the reason leadership starts with a foundation of the Army Values and the Warrior Ethos.

A. LEADS OTHERS (LD) –

Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical tasks, and achieve organizational objectives. Influence is focused on compelling others to go beyond their individual interests and to work for the common good.

B. EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND (EI) –

Leaders need to influence beyond their direct lines of authority and beyond the chain of command. In many situations, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination to influence and posture desired outcomes.

C. LEADS BY EXAMPLE (LE) –

Leaders constantly serve as role models for others. Leaders will always be viewed as the example, so they must maintain standards and provide examples of effectiveness through all their actions. Proper role modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.

D. COMMUNICATES (CO) –

Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Communication is essential to all other leadership competencies.

(8) DEVELOPS

Developing the organization, the second competency category, involves three competencies: creating a positive environment in which the organization can flourish, preparing oneself, and developing other leaders. The environment is shaped by leaders taking actions to foster working together, encouraging initiative and personal acknowledgment of responsibility, setting and maintaining realistic expectations, and demonstrating care for people—the number one resource of leaders.

A. CREATES A POSITIVE ENVIRONMENT (CP) –

Leaders have the responsibility to establish and maintain positive expectations and attitudes that produce the setting for healthy relationships and effective work behaviors. Leaders are charged with improving the organization while accomplishing the mission. They should leave the organization better that it was when they arrived.

B. PREPARES SELF (PS) –

Leaders ensure they are prepared to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek to develop themselves. Only through continuous preparation and practicing lifelong learning and development can an individual fulfill the responsibilities of leadership.

C. DEVELOPS OTHERS (DO) –

Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through assisting others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.

(9) **ACHIEVES**

Achieving is the third competency goal. Ultimately, leaders exist to accomplish those endeavors that the Army has prescribed for them.

A. **GETS RESULTS (GR)** –

Getting results, accomplishing the mission, and fulfilling goals and objectives are all ways to say that leaders exist at the discretion of the organization to achieve something of value. Leaders get results through the influence they provide in direction and priorities. They develop and execute plans and must consistently accomplish goals to a high ethical standard. A leader gets results by providing guidance and managing resources, as well as performing the other leader competencies. This competency is focused on consistent and ethical task accomplishment through supervising, managing, monitoring, and controlling of the work.

d. **RATING BEHAVIOR** – Leader performance is ultimately quantified, or rated, by measuring behavior against established standards. Assessors use ratings to gauge progress, establish priorities for future development, and establish a common reference for performance counseling. In the LDP, the rating process consists of *Initial*, *Summary*, and *Overall* ratings. The progressive nature of this rating process provides the assessor with the tools to systematically analyze behavior, revise assessments and consider the overall impact of behavior on leader effectiveness.

(1) **Initial Rating Process:** Once classification of leader action is complete (subparagraph c above), the assessor subjectively determines the impact of the behavior observed. While the overall impression may in fact change as the assessment unfolds, subjectively quantifying the observed behavior is the first step in determining the level of proficiency possessed by the leader. This initial rating process aids in:

- Focusing the assessor on potential significant strengths or problem areas
- Citing the impact of specific actions on the overall leadership process
- Establishing trends of performance

(2) **Summary Rating Process:** At the conclusion of each observation, the assessor considers all observed dimensional behavior and the Initial ratings determined (subparagraph (1) above) for each. By analyzing trends and weighing the criticality of actions, the assessor determines a Summary rating of *Excellent*, *Satisfactory*, or *Needs Improvement (E/S/N)* for each leadership attribute and competency classified (those observed one or more times).

A. The *Summary* rating uses standards of performance known as Leadership Performance Indicators to determine the proficiency demonstrated in each observed leadership area.

B. Behavior that does not meet the minimum requirements of Satisfactory performance is rated Needs Improvement.

C. The determination of Summary ratings is not simply a mathematical rollup of Initial ratings; assessors must recognize the relative impact of individual acts of leader behavior on the leader's overall effectiveness during the rating period, and weight their judgments accordingly. As an example, the leader may demonstrate effective emotional control throughout most of the assessment, but a single, momentary lapse of self-control might negate all positive behavior exhibited throughout the day. The assessor may weight the Summary rating more heavily toward the single loss of self-control, particularly if it is felt that behavior points to a significant leadership issue. Similarly, the leader may show little proficiency at the beginning of the rating period, only to show marked improvement near the end. The assessor may determine the improved performance more accurately reflects the leader's capabilities, and rate accordingly.

(3) **Overall Assessment Process:** A rating of E/S/N is determined for the overall leadership performance by appropriately weighing the impact of the leader's effectiveness and impact. In determining the overall rating, individual leadership attribute and competency ratings are considered and appropriately weighted based on their impact to the leader's overall effectiveness.

e. **LEADERSHIP ASSESSMENT/SPOT**

REPORT: Leadership behavior is assessed and recorded on CC Form 156-4A-R, Leadership Assessment Report. This report is designed to capture leader behavior in structured leadership opportunities as well as in non-structured, candid demonstrations of leader behavior as a Spot Report. The samples below show examples of each.

(1) **The Leadership Assessment Report** (or Blue Card as it is commonly known) includes:

- A. Summary Ratings in each observed leadership attribute and/or core leader competency
- B. Overall Rating for the leadership opportunity
- C. Summarized narrative that encapsulates the overall performance of the leader
- D. Summary of key counseling points and corrective actions
- E. Administrative information
- F. Cadet signature verifies counseling is correctly reflected on the report

(2) The **Spot Report (figures 13 & 14)** is used to note significant leadership behavior demonstrated when the cadet is not in a structured leadership opportunity. Spot Reports generally focus on significant positive or negative behavior and, since it provides candid insight into unguarded behavior on the part of the cadet, reflects information that may be extremely important to development. Spot Reports are particularly useful for cadre members who are not formally assessing cadets, but note behavior that might be important. Since Spot Reports may be generated by observers who will not have an opportunity to counsel, the cadet counseling requirement is omitted. However, if the cadet's primary assessor (MS III Advisor, Plt TAC, etc.) counsels the cadet based on a Spot Report observation, the counseling portion of the report will be completed. Spot Reports will include:

- A. Summary ratings in each observed leadership attribute and/or core leader competency
- B. An Overall rating that assists in quantifying the overall impact of the behavior observed
- C. Summary narrative describing the behavior noted
- D. Summary of counseling, if conducted; otherwise omitted
- E. Administrative information (check box indicating Spot Report, indicate location of observation instead of leadership position)
- F. Rated cadet's signature, if counseling conducted

SAMPLE

LEADERSHIP ASSESSMENT REPORT		CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122	
PART I - Attributes (what a leader is): Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves			
1. Character: A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences			
ARMY VALUES (Comments mandatory in Part III for all "NO" entries)		Yes No	Yes No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers		<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. DUTY: Fulfills professional, legal, and moral obligations		<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. RESPECT: Treats others as they should be treated: promotes dignity		<input type="checkbox"/>	<input type="checkbox"/>
4. SELFLESS-SERVICE: Places welfare of others and Army priorities before self		<input type="checkbox"/>	<input type="checkbox"/>
5. HONOR: Adherence to the Army's publicly declared code of values		<input type="checkbox"/>	<input type="checkbox"/>
6. INTEGRITY: Does what is right both legally and morally; honest in word and deed		<input type="checkbox"/>	<input type="checkbox"/>
7. PERSONAL COURAGE: Faces fear, danger, or adversity		<input type="checkbox"/>	<input type="checkbox"/>
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions		<input type="checkbox"/>	<input type="checkbox"/>
WARRIOR ETHOS: I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade		<input type="checkbox"/>	<input type="checkbox"/>
<i>Mark "E", "S", or "N" for each observed attribute and/or core leader competency. IMPROVE comments in Part III are mandatory when rating of "N" is indicated</i>			
2. Presence The impression that a leader makes on others which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)	MB	Military Bearing	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	CF	Confident	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3. Intellectual Capacity The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities	MA	Mental Agility	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	IP	Interpersonal Tact	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PART II - Core Leader Competencies (what a leader does): Works to lead others; develops themselves, their subordinates and organizations to achieve mission			
1. Leads The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment	LD	Leads Others	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	LE	Leads by Example	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2. Develops Taking actions to foster teamwork, encourage initiative, and to accept personal responsibility, while demonstrating care	CP	Creates a Positive Environment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	GR	Gets Results	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Figure 5 - Sample Leadership Assessment Report (Front)

Part I (Attributes) and Part II Core Leader Competencies:

- Summary rating in each leadership attribute and/or core leader competency observed during the period using "E", "S", or "N". Standards of performance are reflected in the Leadership Performance Indicators (LPI) (Salmon Cards) located in Appendix A.
- Ratings for observed Army Values are "Yes" or "No." Ratings of "No" require mandatory comments on the reverse side in Part III.

LEADERSHIP ASSESSMENT REPORT				CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122		
PART III – RECORD OF OBSERVATIONS AND COUNSELING				Check here if SPOT REPORT <input type="checkbox"/>		
a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts I and II. Use continuation card if necessary.						
<p>Cadet Taylor's energy and enthusiasm were instrumental in the success of the company. His outstanding ability to react to unexpected changes in the company commander's guidance was critical to the company meeting SP time. Subordinates recognized his rapid reaction and responded in kind. Throughout the day, he faithfully supported an indecisive company commander, tactfully guiding him at times to the correct decision. Maintained the same level of energy and appearance throughout the day in spite of lack of sleep the previous night due to weather. Cadet Taylor continues to show improvement in dealing with subordinates. Good job of working with the 2nd Plt Sgt on PCIs.</p>						
b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" attribute and/or core leader competency as identified in Part I and II. ("IMPROVE" comments are required for each "N" entry in Part I and II) Not required for Spot Report.						
SUSTAIN	<p>MA - Rapidly solves critical issues LD - Demonstrated resolve energizes subordinates into action DO - Constantly seeks ways to improve ongoing operations and prepare other for success</p>					
IMPROVE	<p>IP - Need to demonstrate greater patience when dealing with subordinates. You tend to show frustration with what you consider "dumb" questions.</p>					
PART IV – OVERALL NET ASSESSMENT (Circle one)				E	S	N
RATED CADET NAME	UNIT	DUTY POSITION (Location if Spot Report)	DATE			
Taylor, Brian	3A1	1SG	30 Jul 2009			
RATED CADET SIGNATURE	ASSESSOR NAME / INITIALS		CADRE	CADET		
	Jeffrey L. Jacobs		<input checked="" type="checkbox"/>	<input type="checkbox"/>		
CADRE			CADET			
JLJ						
CDT CMD FORM 156-4A-R Jul 09 - REPLACES ALL PREVIOUS						
Counseling was administered as reflected in Part 1b above, and does not imply agreement with ratings.						

SAMPLE

Figure 5 - Sample Leadership Assessment Report (Reverse)

Part III:

SUMMARY OF OBSERVATIONS – Narrative summary (word picture) of cadet's total performance During the observed period. Must contain sufficient detail to convey:

- Overall level of excellence
- Most significant actions observed
- Assessor's concerns to others (MSLIII Advisor, Platoon TAC, PMS)
- Other significant observations as appropriate (observed growth since last opportunity, level of difficulty of position, physical factors affecting position, etc.)

COUNSELING – Comment on at least (1) "SUSTAIN" (most significant strength) and one (1) "IMPROVE" (most significant weakness) of those identified (marked) in Parts I & II.

SPOT REPORT – Check if assessment is Spot Report (other than scheduled leadership opportunity)

Part IV:

OVERALL NET ASSESSMENT/RATING – Summary rating of leadership demonstrated throughout the entire opportunity, as determined by the assessor.

ADMIN INFORMATION – Self-explanatory; Cadet Signature acknowledges counseling and does not imply agreement. Cadet Signature not required for Spot Report. Assessor provides legible name and initials.

CADRE/CADET BLOCK – Indicate in appropriate block whether the assessor is cadre or cadet.

SAMPLE

LEADERSHIP ASSESSMENT REPORT		CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122	
PART I - Attributes (<i>what a leader is</i>): Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves			
1. Character: A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences			
ARMY VALUES (Comments mandatory in Part III for all "NO" entries) Yes No			
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. DUTY: Fulfills professional, legal, and moral obligations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. RESPECT: Treats others as they should be treated; promotes dignity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. SELFLESS-SERVICE: Places welfare of others and Army priorities before self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. HONOR: Adherence to the Army's publicly declared code of values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. INTEGRITY: Does what is right both legally and morally; honest in word and deed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. PERSONAL COURAGE: Faces fear, danger, or adversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions			
WARRIOR ETHOS: I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade			
<small>Mark "E", "S", or "N" for each observed attribute and/or core leader competency. IMPROVE comments in Part III are mandatory when rating of "N" is indicated</small>			
2. Presence The impression that a leader makes on others which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)	MB Military Bearing Projecting a commanding presence and professional image of authority	<input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> PF	PF Physically Fit Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress
	CF Confident Projects self-confidence and certainty; demonstrates composure and poise; calm and collected; possesses self control of emotions	<input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> RS	RS Resilient Showing a tendency to recover quickly from setbacks, shock, adversity, stress or injury while maintaining a mission and organizational focus
3. Intellectual Capacity The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities	MA Mental Agility Flexibility of mind; a tendency to anticipate or adapt to ever-changing conditions; improvisation	<input checked="" type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> SJ	SJ Sound Judgment Assesses situations and draws feasible conclusions; makes sound and timely decisions
	IP Interpersonal Tact Effectively interacts with others; possesses the capacity to understand personal interactions with others; awareness of how others see you	<input type="checkbox"/> E <input type="checkbox"/> S <input checked="" type="checkbox"/> N <input type="checkbox"/> DK	DK Domain Knowledge Possessing facts, beliefs, and logical assumptions in relevant areas; technical, tactical, cultural and geopolitical knowledge
PART II - Core Leader Competencies (<i>what a leader does</i>): Works to lead others; develops themselves, their subordinates and organizations to achieve mission			
1. Leads The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment	LD Leads Others Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives	<input type="checkbox"/> E <input checked="" type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> EI	EI Extends Influence beyond CoC Uses indirect means to influence others outside normal chain of command Involves diplomacy, negotiation, conflict resolution and mediation
	LE Leads by Example Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character	<input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> CO	CO Communicates Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques
2. Develops Taking actions to foster teamwork, encourage initiative, and to accept personal responsibility, while demonstrating care	CP Creates a Positive Environment Creates a positive cultural and ethical environment	<input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N <input type="checkbox"/> P	P Prepares Self Self-study, self-development and becoming multi-skilled; ensures they are prepared to lead
	GR Gets Results Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment	<input type="checkbox"/> E <input type="checkbox"/> S <input type="checkbox"/> N	DO Develops Others Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile
3. Achieves Sets objectives and focuses on mission accomplishment	GR Gets Results Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment		

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Figure 6 - Sample Spot Report (Front)

- Same as regular Blue Card, although normally contains fewer attributes and/or core leader competency ratings derived from shorter observation period.

LEADERSHIP ASSESSMENT REPORT				CADET COMMAND REG 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122		
PART III – RECORD OF OBSERVATIONS AND COUNSELING			Check here if SPOT REPORT		<input checked="" type="checkbox"/>	
a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts I and II. Use continuation card if necessary.						
<p>Cadet Taylor's demonstrated tremendous enthusiasm and proficiency at the Rappel Site. He was consistently cited throughout the day by committee cadre as the standout in his platoon. Additionally, he was specifically cited for recognizing a potential safety hazard in an improperly tied Swiss Seat; his quick reaction potentially prevented serious injury to another cadet.</p>						
b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" attribute and/or core leader competency as identified in Part I and II. ("IMPROVE" comments are required for each "N" entry in Part I and II) Not required for Spot Report.						
SUSTAIN						
IMPROVE						
PART IV – OVERALL NET ASSESSMENT (Circle one)				E	S	N
RATED CADET NAME	UNIT	DUTY POSITION (Location if Spot Report)	DATE			
Taylor, Brian	3A1	Confidence Training Site	15 Jul 2009			
RATED CADET SIGNATURE	ASSESSOR NAME / INITIALS		CADRE	CADET		
	Lawrence George, CPT, IN		LEG	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
CDT CMD FORM 156-4A-R Jul 09 - REPLACES ALL PREVIOUS			NOTE: Signature indicates that counseling was administered as reflected in Part 1b above, and does not imply agreement with ratings.			

SAMPLE

Figure 7 - Sample Spot Report (Reverse)

- Indicate Spot Report in box provided
- Counseling is generally not conducted at the time a Spot Report is generated; therefore the counseling portion of Part III b. is not required. If counseling conducted later, use same procedures as the Leadership Assessment Report.
- Normally reflects "E" or "N" level of performance, but can reflect "S" performance (example; cadre member asks another assessor for independent assessment of cadet not in leadership position).
- Should be turned in to primary advisor or Platoon TAC within 24 hours of observation.
- Cadet Signature not required for Spot Report unless counseling is conducted.
- For Spot Report, enter Location in Duty Position block.

f. **CADET SELF-ASSESSMENT** – A key source of information in leadership assessment is the cadet's own perspective of his or her performance. Following structured leadership opportunities, cadets are given a specified amount of time to complete and turn in Cadet Command Form 156-2-R (Cadet Self-Assessment Report). Using the "STAR-T" format, cadets present what they consider key aspects of

their performance. Cadets may use this opportunity to present details that explain significant behavior as well as highlight initiatives or other behavior, but should refrain from chronologically listing all the day's activities. The assessor considers the cadet's self-assessment prior to determining final ratings. The self-assessment provides the assessor with the opportunity to gauge the level of self-awareness of the leader. Cadet Self Assessment is not normally written following a Spot Report, unless the assessor determines the information is necessary.

CADET SELF-ASSESSMENT REPORT <small>(ROTC Cdt Cmd Reg 145-3)</small>			REQUIREMENTS CONTROL SYMBOL ATCC-122	
<small>Cade</small> Bennett, Greg	<small>Uni</small> 3A3	<small>Unit</small> Plt Sgt	<small>Length (hours)</small> 24	<small>Dat</small> 23-24
<p>SUMMARY OF PERFORMANCE (Describe the Situation, assigned Task, the Action taken, and the</p> <p>S: Platoon Sergeant in garrison environment conducting field preparation T: Brief FRAGO to Sqd Ldrs A: 1600 Contacted 3 SLs and notified them of FRAGO place and time A: 2d SL on sick call did not designate acting SL, so I placed A Tm Ldr in charge and gave him instructions (schedule of following day activities, preparation to be accomplished for the evening). Gave him 15 minutes to pass information to sqd then took him to FRAGO site. A: Briefed FRAGO to SLs and ensured all understood by asking questions. Told acting SL I would stop by his area at 1930 hrs to provide assistance. Changed order of chow to allow 3d SL more time to finish weapons cleaning. Released SLs. R: Got all information out to SLs and ensured all squads were supervised T: Conduct Field Preparation A: 1845 Checked progress of all squads. Moved 2d squad indoors out of the rain. A: Went to 1st Plt to try to find missing TA-50 from 1st Sqd. Found gear near the bus site and returned it to Cadet Johnson. A: 2000 Checked up on 2d Sqd. Acting SL was being very assertive and having difficulty getting cooperation from cadets in sqd. Replaced him with B Tm Ldr and got sqd on track</p>				

CDT CMD Form 156-2-R Jul 09 – REPLACES ALL PREVIOUS VERSIONS

Figure 8 - Sample Cadet Self Assessment Report (Front)

My Strongest Attributes and/or Core Leader Competencies: MA - Consistently kept track on what was going on DO - Gave guidance to acting squad leader GR - Everyone was ready to go to STX Attributes and/or Core Leader Competencies I Need to Improve: IP - Lost my patience with acting SL	
Overall Self-Assessment	E S N
Complete self-assessment to this point and turn it in prior	
Cadet Summary of Counseling	
My Strongest Attributes and/or Core Leader Competencies (As Noted by Evaluator): Attributes and/or Core Leader Competencies to Improve (As Noted by Evaluator): <div style="text-align: center; font-size: 2em; opacity: 0.5; font-weight: normal;">SAMPLE</div> _____ _____ <i>Actions I Plan to Take: (Sentences or bullets)</i> _____ _____	
Cadet's Signature	Date

CDT CMD Form 156-2-R (Reverse Side) Jul 09 – REPLACES ALL PREVIOUS VERSIONS

Figure 9 - Sample Cadet Self Assessment Report (Reverse, prior to counseling)

g. **PERFORMANCE FEEDBACK** – Performance feedback is the process by which the assessor uses observed behavior to reinforce key teaching points. In the LDP, performance feedback falls into two general categories; individual feedback (Counseling) and collective feedback (After Action Review). Aside from the obvious differences in the size of the intended audiences, the two processes differ in one critical aspect; counseling focuses on individual leadership behavior while the after action review focuses on shared lessons learned during training. Both processes encourage self-assessment by cadets, with the assessor acting in the role of facilitator.

(1) After Action Review - After Action Reviews (AARs) provide feedback on team performance and reinforces key teaching points of collective training. When properly facilitated, AARs allow participants to review (and discover) for themselves what happened during training and why. The AAR process maximizes cadet involvement in the analysis of training and promotes cadet leader development. In general, cadre and cadets conduct AARs as a part of all training events on campus and at summer training courses (LTC/LDAC). **An AAR is not a critique.** The facilitator does not simply recount his/her own assessment of what the team did well or poorly; instead, cadets who participated in the

training event are the active participants in the AAR process. Each cadet is a potential source of feedback from which to draw key lessons learned. The facilitator should guide the AAR by asking brief, open-ended questions to draw out this information and evoke conversation. The AAR should incorporate the following aspects:

- A. Know the mission (training objectives) and the related doctrine. Training objectives are the basis for discussion.
- B. Observe the event. While the AAR facilitator is normally the leadership assessor for the event, the facilitator must distinguish the differences between team and leader success or failure. The assessor must be present when orders or other guidance are issued, and must be alert to the actions and outcomes of the exercise.
- C. Maintain a written record of what happens. A sequential record helps the AAR facilitator guide participants in recalling their actions, and results in a better review of the event by all concerned.
- D. Select a suitable site for the discussion of the event. A sand table and/or a site that overlooks the actual terrain are good visual aids. In tactical

scenarios, the objective or the position of the opposing force usually makes a good AAR site.

E. If more than one assessor, the assessors should quickly discuss the exercise to improve their understanding of the actions and outcomes prior to starting the AAR. One of the assessors should take charge as the primary AAR facilitator.

F. Review actions/outcomes; put them in rank order based on importance to the accomplishment of the training objectives or mission. The facilitator guides the team discussion to cover key points in the time available for the AAR.

G. Conduct the AAR in steps. Gather and organize the cadet team (and the opposing force or other supporting personnel, if any). Ask cadets to restate the training objectives or mission, and to discuss the plan and its execution. Prompt open, positive, candid discussion of team successes and mistakes, but avoid singling out individuals. Lead cadets to focus on what they learned rather than on whom or what to blame. Conclude with a summary of the main points.

H. The following checklist is a useful guide for an AAR:

- **Organize** the participants.

- (Cadets) state the **mission**.

- (Cadets) state the **concept** of the operation.

- (Cadets) discuss **execution**, usually in chronological order (and from both "friendly" and "opposing force" perspectives).

- (1) What was the plan?

- (2) What happened?

- (3) Why did things happen?

- (4) Did the plan work?

- Discuss **alternatives** for a better plan or execution for such a mission in the future.

- **Summarize** the main points.

(2) **Developmental Counseling** (Appendix B, and p. 8-11 of FM 6-22)

A. When counseling, always begin with positive statements. Bring in the criticism after a positive start. If you start out negatively, the cadet will be on the defensive and will not listen to what you

have to say. Organize the counseling session to start with the cadet's strong points, move to the weak points, and conclude with recommendations.

B. Keep the counseling sessions short and to the point, no more than 10-15 minutes. Short, direct sessions are better than long, rambling ones.

C. All leaders should seek to develop and improve their counseling skills. These skills, acquired through study and practical application of counseling techniques, vary with each session. Generally, they can be labeled as listening, watching, and responding skills. The following tips will serve to make each counseling situation more effective:

- *Listening*. By concentrating on what the cadet is saying, the counselor conveys interest in and understanding of what is said. The counselor should refrain from talking too much. Let the cadet do the majority of the talking, stay with the topic being discussed, and avoid interrupting. Speaking only when necessary reinforces and stimulates the cadet to action. Silence can sometimes do this too. Occasional silences may indicate that the cadet is free to continue talking. A long silence on the other hand can be distracting and may make the cadet uncomfortable.

- *Watching*. While listening, the counselor must also be aware of the cadet's gestures or nonverbal behavior. These actions are part of the total message that the cadet is sending. Many situations involve strong personal feelings. By watching the cadet's actions, the leader can detect indications of these feelings. It is important to note differences between what the cadet is saying and doing.

- *Responding*. Responding skills are a follow-up to listening and watching skills. From time to time the leader needs to check his understanding of what the cadet is saying. The counselor's response to the cadet should clarify what has been said. Responses should also encourage the cadet to continue. Responding skills allow a leader to react to nonverbal clues that the cadet is giving. Responding can be done by questioning, summarizing, interpreting, and informing.

- (1) *Questioning*. When used properly, well-thought-out questions can actively involve cadets in solving their own problems. Questions that ask for answers in the cadet's own words are more effective than those causing a yes or no response. A cadet's answer to "How do you feel about your leadership performance to date?" will give more insight into his beliefs than "Do you think your leadership performance to date is up to standards?" A question like "what actions do you think need to be

taken to improve your planning and organizing skills?" will get a more useful answer than "Are you going to do something about improving your planning and organizing skills?" Questions that begin with "why" tend to put cadets on the defensive. If asked "Why were you late?" the cadet is likely to give some excuse rather than explain what the real problem is. The counselor can be misled by the quick and defensive answers to "why" questions.

(2) *Summarizing*. Summarizing is done by restating the message in the counselor's own words and watching the cadet's reaction. This prevents a cadet from rambling on once a topic has been thoroughly discussed. It clarifies what has been said and stimulates further discussion.

(3) *Interpreting*. The counselor may offer a different perspective by suggesting how others may view the situation. Through this approach, the cadet may better understand the nature of the problem and be more able to deal with it.

(4) *Informing*. This is giving information that may help or change the cadet's views. The information may be based on what the cadet has just said or new information provided by the counselor. The information may be needed by the cadet to continue or may be in answer to something he has asked the counselor. Informing can also be used to show the cadet how his behavior may lead to greater personal growth and development.

F. The following guidelines serve as an effective aid when counseling cadets:

- Review performance information (Leadership Assessment Report, Cadet Self Assessment Report) on the cadet prior to the session

- Draw conclusions based on more than the cadet's statements.

- To more fully understand what the cadet says and feels, listen to what the cadet says and how the cadet says it.

- Show empathy when discussing problems.

- When asking questions, be sure that you need the information.

- Keep the conversation open-ended; avoid interrupting.

- Give the cadet your full attention.

- Be receptive to the cadet's feelings without feeling responsible to save the cadet from hurting.

- Encourage the cadet to take the initiative and to say what they want to say

- Avoid interrogating.

- Keep your personal experiences out of the counseling session unless you believe your experiences will really help.

- Listen more; talk less.

- Remain objective.

- Avoid confirming a cadet's prejudices.

- Help the cadet help himself/herself.

- Grant the cadet strict confidence, if possible, in reference to anything revealed.

(3) **Peer Ratings** – Peer ratings use the perspective of other cadets to provide performance feedback to the leader, and, when used with other observations, provide a 360-degree assessment of leader performance. While peer ratings are a valuable tool in leader development, experienced cadre must temper their use with good judgment to ensure developmental needs are met. In the LDP, peer ratings take the form of:

A. Subordinate Peer ratings – feedback provided to the leader by subordinates following a leadership opportunity. Subordinate ratings provide timely information on the effectiveness of the leader's interpersonal skills as well as a more complete view of the operation which aids the leader in recognizing areas of performance requiring improvements. Additionally, the assessment skills used by subordinates help prepare them for their own leadership opportunities. Subordinate Peer ratings may be administered in written or oral form, and may use the Peer Evaluation Report (CC Form 156-17R)

B. Squad Peer ratings – feedback provided by contemporaries within the cadet's own group, focusing on dimensional strengths and weaknesses (see Para. 5c and d of this handbook) and administered using the Peer Evaluation Report (CC Form 156-17R). In addition to its value to the rated cadet(s), feedback provided by the team aids the primary assessor in recognizing team dynamics and identifying incipient problems in order to make timely corrections. Squad Peer ratings may be administered at any time the primary assessor determines a training value is present.

C. Platoon Peer ratings – an end-of-LDAC rating used at LDAC. In the Platoon Peer rating process, each cadet subjectively identifies the top 10 and bottom 10 leaders in their entire platoon. The

cumulative rankings for each cadet are consolidated and an Army Standard Score determined, with a score of 100 indicating the platoon average. The resulting score may be used by the PMSs to validate their own observations and to modify cadet developmental plans if appropriate.

6. JOB PERFORMANCE SUMMARY CARD (JPSC)

a. **GENERAL:** The Job Performance Summary Card (JPSC) is used to track cadet and assessor performance both on-campus and at summer training courses. Following each assessment, all rated attributes/core leader competencies and the overall rating are recorded on two JPSCs; the Cadet-Focused JPSC (CC Form 156-18A-R-Cadet, Figure 11) and the Assessor-Focused JPSC (CC Form 156-18A-R-Cadre).

(1) **Cadet-Focused JPSC** - A separate JPSC is maintained for each cadet during the school year immediately preceding attendance at LDAC, and records all assessments made of the cadet during the school year. The Cadet-Focused JPSC contains sufficient space to record multiple assessments, enabling the user to periodically identify trends that might, if unchecked, negatively impact the LDP, as well as an aid in summarizing cadet performance at the end of the assessment period. By identifying trends, the assessor is able to proactively make appropriate adjustments to the development plan and ensure cadet development is maximized.

(2) **Assessor-Focused JPSC** - A separate JPSC is used to record assessments made of all cadets by each individual assessor. This is used to identify rating trends of individual assessors as well as help identify assessment "blind spots" (attributes or core leader competencies) which are rarely recognized by the assessor and which may point out inadequate assessor training.

b. JPSC ADMINISTRATION:

(1) Cadet-Focused JPSC

A. **Administrative Information:** Self-explanatory. Additional space is allocated to record common objective scoring information (APFT, Land Nav, BRM, Peer Rating, etc.).

B. **Recording Assessments:** Each row provides adequate space for recording summary information from each Leadership Assessment/Spot Report (Blue Card) completed on the cadet. Only those ratings noted on the Blue Card will be recorded on the JPSC.

- **Values** - When Army Values are rated on the Blue Card, they are annotated **Yes** or **No** in the

respective block (front side), then recorded in Part III (back side of Blue Card) using two-letter abbreviations of each one noted. Remarks are mandatory in Part III of the Blue Card for any No ratings in Army Values. Although Values have a rating on the Blue Card of Y or N only, indicate on the JPSC whether the observed Value was Positive, Neutral, or Negative in nature (+/o/-). This acts as a flag to aid the primary assessor in noting significant behavior.

- **Leadership Attributes and Core Leader Competencies** – Record the E/S/N Summary Rating of each observed attribute and/or core leader competency from Part IV of the Blue Card.

- **Overall Rating** – Record the Overall Rating of the leadership opportunity from Part IV of the Blue Card.

C. **Periodic Review** – Periodically, the primary assessor should review the JPSC for indicators of performance trends. The periodic review should take place at least once per semester on-campus, and should also include the PMS in the review. Reviewers should note:

- **Blind Spots** – Blind spots are indicated by absence of ratings in certain rated areas. Blind spots may indicate inadequate assessor training in recognizing behavior, or that the cadet has not yet had the opportunity to exhibit behavior in those leadership areas. Corrective action may include structuring future leadership opportunities to ensure those behaviors are elicited.

- **Trends** – Reviewers should monitor for trends of performance in each leadership area. Particularly, downward tendencies should generate additional training for the cadet.

D. **Summary of Ratings by Attribute and Core Leader Competency** – At the conclusion of the rating period (MS III year, LDAC), the primary assessor will make a summary rating of cadet performance in each leadership area based on total leader performance during the period. When determining the summary rating, the assessor will consider:

- **Consistency of ratings.** Where a clearly defined pattern is established, the assessor should reflect the consistency in the summary rating. The principle difference between Excellent/Satisfactory/Needs Improvement levels of performance is often a matter of consistency. When insufficient assessment exists in a particular leadership area (blind spots), the summary rating should tend to gravitate to a Satisfactory rating.

- **Quality of the assessments.** The primary assessor must be familiar with each assessment made and be prepared to make judgment on its significance in the summary dimensional rating. Assessors should consider degree of difficulty, quality of observation, or relevance of actions and, when particular leadership opportunities or Spot Reports are determined to be more or less critical than others, give those assessments more or less consideration when making the summary rating. Validated Spot Reports often reflect candid, unguarded behavior and may carry greater weight in assessor judgment.

- **Growth trend** exhibited by the cadet during the rating period. Summary ratings are not determined mathematically; assessors may use judgment, placing more weight in leader performance

exhibited more recently than that from earlier assessments. Growth trends may be positive or negative, reflecting progress or failure to improve.

- A rating of Needs Improvement in a rated area from an earlier assessment does not preclude the assessor from making a summary rating of Excellent. Assessors should base the summary rating on a whole person assessment of the cadet's overall performance considering the factors above.

- Assessors will ensure the summary ratings appropriately reflect cadet performance, and are not subjectively inflated/deflated for the purposes of manipulating accessions data. Brigade commanders will review summary ratings to ensure compliance within their brigades (see CES Worksheet).

JOB PERFORMANCE SUMMARY CARD				Cadet Tirebiter, George L.												STO /TAC/Assessor						
School Moore Science Tech				Unit 12/A/3																		
			Character	Presence				Intellectual Capacity					Leads				Develops			Achieves		
Date	Position	Assessor	As Obsvd	MB	PF	CF	RS	MA	SJ	IN	IP	DK	LD	EI	LE	CO	CP	PS	DO	GR	NET	
7/11	SL	LT Anders	RE-DU-		S		N	S	E	S		S	S	E	E		S	N		S	S	
7/16	FLRC	LT Collins		S		E		E	S	S	S	S	S	S	S	S	S	S			S	
7/17	FPSG	MSG Wyse			S	S	S	S	S	S		E	S	S	S	S	S	S		S	S	
7/19	SPOT	LTC Burns									E		E	E	E		E		E			
7/24	SL	CPT Taylor			S	S	S	S		S	S	S	E	S			S	E	S		S	
7/28	SSTX1	SFC Mayes		E	E	S	S	E	E	S	E	S	E	S	E	E			E		E	
7/28	SPOT	SFC Mayes	PC+		E						E		E		E		E	E	E			
7/30	SSTX2	CPT Morris		S	S	S	S	S	S		S	E	S	S	E	S	S	E	S	S	S	
8/2	SL	LT Anders			E	E		E	S	S			S		E	S	E	E	S	S	E	
8/4	PSTX	SFC Smith			E	S	S	S	E	S		S	E		S	S					S	
Summary by Attribute or Core Competency				S	E	S	S	E	S	S	E	E	E	S	S	S	S	S	E	S	S	S
BPFT: Score ___ Pu ___ Su ___ Run ___ APFT: Score ___ Pu ___ Su ___ Run ___				CWST: GO NOGO		LAND NAV: WR ___ DAY ___ NIGHT ___				BRM: Group ___ Zero ___ Qual ___ of 40				Initial Peer ___ of ___		Final Peer ___ of ___						
FLRC/TDC GO ___				FTX/STX GO				Road March: GO				%TNG Attended ___										

ROTC CDT CMD FORM 156-18A-R (CADET) Jul 09 – REPLACES ALL PREVIOUS VERSIONS

Figure 10 - Sample Job Performance Summary Card (Cadet-Focused)

(2) Assessor-Focused JPSC

A. Administrative Information: Self-explanatory. No requirement to record common objective scoring information (APFT, Land Nav, BRM, Peer Rating, RECONDO).

B. Recording Assessments: Same as para. a(2) above

C. Periodic Review – Periodically, the primary assessor should review the JPSC for indicators of assessor trends. The periodic review should take place as required for the individual assessor. Reviewer should note:

- **Blind Spots** – Blind spots are indicated by absence of ratings in certain leadership rated areas. Blind spots may indicate inadequate assessor training in recognizing behavior. Corrective actions may include additional training for the assessor in recognizing particular attribute or core leader competency behavior.

- **Over- or Under-Classification** – Reviewers should look for evidence that assessors are routinely failing to recognize specific behavior areas or routinely assigning more ratings than was merited by the observation, either of which indicate a need for additional assessor training. Indicators of over/under-classification are *absence* of ratings in attributes/competencies that would reasonably be expected or presence of attributes/competencies that would reasonably not be expected.

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Appendix A – Leadership Performance Indicators

LEADERSHIP DEVELOPMENT PROGRAM (LDP)

LEADERSHIP PERFORMANCE INDICATORS



U.S. Army Cadet Command

Examples of behavior used in this document are designed to assist the user in defining the appropriate leadership attributes and core leader competencies in accordance with FM 6-22.

The examples are not all-inclusive; users will use judgment in situations where observed behavior is not specifically referenced in this document.

The standards of behavior quantify differences between Excellent and Satisfactory levels of performance; performance not achieving standards for Satisfactory is considered Needs Improvement.

Loyalty (LO) – *Faithfully supporting family/friends/
country/team*

Respects the constitution and laws
Has basic understanding of obligations to
country/Army/self
Observes higher HQ priorities
Works within the system; does not try to manipulate
the system to own advantage

Duty (DU) – *Professional work ethic*

Carries out requirements of job, tasks, or mission
Consistently performs to standard
Complies with policies and directives
Aware of and performs to professional standards

Respect (RE) – *Treating others with dignity*

Considerate in offering criticism
Deals with others fairly
Frequently listens supportively
Usually discreet and tactful
Basically concerned about others; makes some checks
Gets along with peers

Selfless Service (SS) – *Placing personal interests aside*

Perseveres despite hardship; does not shy away
Balances mission and personal needs
Able to balance needs and priorities
Willing to assist others in completion of mission
Works toward pursuing excellence

Honor (HO) – *Compelled by strong sense of right*

Has a clear sense of the public code of professional
Army values
Lives within the code of professional Army values
Does not lie, cheat or steal, nor tolerate those things
in others

Integrity (IT) – *Reliable and trustworthy*

Shows good moral judgment and behavior
Abides by basic moral principles

Personal Courage (PC) - *Overcoming physical and
mental fears*

Perseveres in face of adversity
Adequately copes with stress and fears
Responsible for own decisions/actions
Accepts responsibility for mistakes

Empathy (EP) – *Propensity to share experiences*

seeing something from another person's point of view.
Identifying with and entering into another person's
feeling and emotions

Warrior Ethos (WE) – *Professional attitudes and beliefs*

I will always place the mission first
I will never accept defeat
I will never quit
I will never leave a fallen comrade

- Positive behavior exhibited without regard to personal cost or prospect of reward
- Military and non-military; often most accurately exhibited in "off-duty" behavior
- Strongly influenced by group acceptance/expectations

VALUES

LO DU RE SS HO IT PC EP WE

Military Bearing (MB) – projecting a commanding presence and professionalism

Excellent

Exemplary physical and professional appearance
Sets example for physical fitness, military bearing

Demonstrates command presence Cadets want to follow

Satisfactory

Good physical and professional appearance
Meets standards for physical fitness, military bearing

Demonstrates adequate command presence

Physically Fit (PF) – Having sound health, strength, and endurance

Excellent

Refuses to quit; reliably completes physically demanding endeavors

Proactive toward own health; recovers quickly from physically demanding event, ready for next

Satisfactory

Perseveres in face of adversity; completes most physically demanding endeavors

Attentive to own health; seeks medical assistance when necessary; fulfills treatment directives

Presence

MB PF

Confident (CF) – Projecting self-confidence and certainty

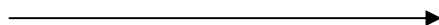
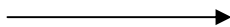
Excellent

Strong self-confidence and positive

Remains calm, under control, effective under pressure; never complains

Excels by stress, chaos and rapid change

Balances competing demands



Satisfactory

Adequately shows self-confidence, positive

Tries, with some success, to be calm and effective under pressure; rarely complains

Functions under stress or amid chaos and rapid change

Successfully balances most competing demands

Resilient (RS) – Showing a tendency to recover quickly while maintaining a mission and organizational focus

Excellent

Recovers quickly from setbacks, shock, injured, adversity and stress while maintaining mission focus



Satisfactory

Recovers from setbacks, shock, injured, adversity and stress while maintaining mission focus

Presence	CF	RS
-----------------	-----------	-----------

Mental Agility (MA) – Flexibility of mind, a tendency to anticipate or adapt

Excellent

Demonstrates strong will, self-discipline, initiative, confidence and intelligence

Analyzes situations; combines complex ideas into feasible courses of action

Demonstrates consistent common sense

Recognizes, readily adopts better ideas

Reliably completes mentally demanding endeavors

Skillfully handles multiple demands

Dynamic self-starter, originates ideas and actions

Satisfactory

Shows evidence of some will, initiative, confidence and intelligence

Usually generates reasonable courses of action through analysis of situations

Usually or adequately shows common sense

Shows ability to adopt better ideas

Usually finishes difficult or mentally demanding endeavors

Faced with multiple demands, handles most of them effectively

Originates some ideas or actions

Sound Judgment (SJ) – The capacity to assess situation and draw feasible conclusions

Excellent

Drives events through smart, timely decisions

Thoroughly assesses situation; acts on key issues and likely contingencies/consequences

Makes the “hard, right decision” rather than the “easy wrong”

Balances firm resolve and flexibility – recognizes a better idea and incorporates into own decision

Recovers quickly after learning a decision was incorrect.

Quickly recognizes need and decides/acts in the absence of guidance.

Thoroughly considers probable impacts and consequences of own decisions

Satisfactory

Makes decisions; keeps pace with events

Adequately assesses situation; sorts out important aspects and decides accordingly

Usually puts being right ahead of being popular or easy

Attempts to balance resolve and flexibility; not afraid of better ideas from other sources

Pauses, but remains decisive after learning a decision was incorrect .

Eventually recognizes need to decide/act in the absence of guidance and does so.

Adequately considers probable impacts and consequences of own decisions

Intellectual Capacity

MA SJ

Innovation (IN) – Ability to introduce something new

Excellent

Strong judgment; critical/creative thinking and reasoning
 Anticipates requirements or contingencies
 Improvises within commander's intent
 Can analyze/synthesize
 Comfortable in realm of ideas; innovative

Satisfactory

Generally shows good judgment, sound thinking and reasoning
 Readily reacts to requirements and contingencies
 Readily understands and follows commanders' intent
 Shows some analytical and synthesizing skills
 Can function in realm of ideas

Interpersonal Tact (IP) – Effectively interacting with others by understanding others perspectives

Excellent

Readily interacts with others; earns respect
 Leverages skills and abilities of team members
 Actively contributes to problem-solving and decision making process
 Sought out by peers for expertise or counsel

Satisfactory

Adequately interacts with others
 Gets along well with others
 Contributes, when asked, to problem solving and decision making processes
 Sometimes asked for counsel by peers

Domain Knowledge (DK) – Possessing facts, beliefs, and logical assumptions in many areas

Excellent

Thorough knowledge of task accomplishment standards
 Masters duty tasks
 Strong grasp of basic tactics, techniques, procedures
 Skilled in preparation of operations orders
 Expert in basic soldier skills
 Effectively applies skills to train for or to fight and win wars

Satisfactory

Working knowledge of standards for task performance
 Strives for mastery of duty performance
 Understands basic tactics, techniques, procedures
 Prepares adequate operations orders
 Competent in basic soldier skills
 Has basic skills to train for or to fight and win wars

Intellectual Capacity

IN IP DK

Leads others (LD) – Influencing Soldiers or Army Civilians in the unit or organization

Excellent

Satisfactory

Clearly and positively articulates expectations	—————>	Adequately defines requirements and guidance
Inspires action by appropriately acknowledge good performance and dealing with poor performance	—————>	Acknowledges good and poor performances; takes some action accordingly
Skillfully delegates consistent with requirements of duty position and individual's capability and developmental needs	—————>	Gives thought to duty position, capability and developmental needs when delegating
Meets subordinates' needs, keeps them informed, provides rationale and provides early warning	—————>	Attempts to meet subordinate's needs, keep them informed, provide rationale and provide early warning
Actively listens, seeks feedback and makes smart, timely adjustments to actions or taskings	—————>	Makes some use of feedback to modify actions and taskings in progress when needed

Extends Influence beyond COC (EI) – Ability to operate in an environment encompassing higher and lower command structures

Excellent

Satisfactory

Consistently follows through on actions related to expectations of others	—————>	Follows through on actions related to expectations of others
Easily gains cooperation or support when working with others	—————>	Attempts to gain cooperation or support when working with others
Easily influences perceptions about the unit or organization	—————>	Makes some influence on the perception of the unit or organization

Leads LD EI

Leads by Example (LE) – Providing an example that others consider and use in what they do

- | | | |
|--|--------|--|
| Quickly adapts to changing environments and situations | —————> | Adapts to changing environments and situations over time |
| Continuously exerts leadership by personal presence and example | —————> | Exerts leadership by personal presence and example |
| Quickly applies creative thinking in collaboration with subordinate leaders. | —————> | Applies creative thinking in collaboration with subordinate leaders. |

Leads	LE
--------------	-----------

Communicates (CO) – Attain a clear understanding of what needs to be done and why within / without their organization.

Excellent

Satisfactory

Oral

Conveys ideas and feelings concisely in a single transmission	—————>	Generally conveys ideas, feelings, sincerity
Expressions well-planned, organized and suited to audience and situation; inspires ownership, attention and conviction	—————>	Expressions usually well conceived with evidence of some organization; generally interesting and convincing
Recognizes misunderstandings and resolves them clearly in a positive, team-building manner	—————>	Acts to determine/recognize misunderstandings and resolves them to large extent
Convinces and/or persuades unit; builds ownership of plan	—————>	Keeps audience on track
Free from grammatical errors—terms, phrases always fit the audience	—————>	Usually uses grammatically correct terms and phrases
Clear, concise visual aids; smooth presentation; uses inflection to advantage	—————>	Adequate visual aids; few distracting gestures or sounds; makes adequate use of inflection
Attentive, supportive listener; makes appropriate notes; good retention of critical details	—————>	Listens and watches attentively; makes appropriate notes; can adequately convey to others the gist of what was said or done

Written

Readily understood in single rapid reading by intended audience	—————>	Adequately understood in single reading by intended audience
Readily legible both in form and content; strong command of written English	—————>	Form and content are generally legible, with few spelling or grammar errors
Style varied, simple, to the point; uses active voice well	—————>	Reasonably simple style; generally uses active voice well
Bottom line up front; ideas clear and compelling	—————>	Usually has bottom line up front—generally clear
Stays on topic well; clear, concise	—————>	Generally stays on topic
Writing consistently achieves stated purpose; clearly and completely meets requirements	—————>	Writing usually achieves stated purpose; adequately meets requirements

Leads CO

Creates a positive environment (CP) – Creates a positive cultural and ethical environment

Excellent

Satisfactory

Effectively improves the collective performance of the unit in compliance with and support of organizational goals	—————>	Attempts to improve the collective performance of the unit and to comply with or support organizational goals
Inspires by example; motivates people to work together; promotes and participates in team achievement	—————>	Actively works well with others; active participant in team efforts; effective team player
Fosters ethical climate; ensures people are treated fairly	—————>	Attempts to foster ethical climate and treat people fairly
Cooperative, diligent follower; helps build the larger team (nest higher unit) as well as own team	—————>	Gives same good effort whether in charge or not; contributes to success of own team
Helps others after or while completing own work	—————>	Gets own share of work done
Adopts unpopular higher headquarters decisions as own; gets team to act accordingly	—————>	Properly executes unpopular higher headquarters decision
Willingly accepts, acts on tasks even on short notice	—————>	Accepts and acts on assigned tasks
Effective at working up the chain of command to get problems solved there	—————>	Attempts to work up the chain of command when a problem must be solved there
Spurs the team to remain positive in confusing or changing situations	—————>	Remains positive when situation is confused or changing

Develops CP

Prepares Self (PS) – Self-study, self-development and becoming multi-skilled.

Excellent

Expands personal and unit knowledge and capabilities

Readily applies lessons learned

Consistently listens actively; asks incisive questions

Actively seeks feedback on performance from superiors, peers and subordinates; incorporates it for team and self-improvement

Shows mature level of self-awareness

Satisfactory

Attempts to expand personal and unit knowledge and capabilities

Attempts to find ways to apply lessons learned

Listens; asks sound questions

Accepts feedback from others; seeks to improve performance with it

Exhibits some elements of reasonable self-awareness

Develops Others (DO) – Growing others into competent and confident leaders.

Excellent

Effectively expands and enhances the self-confidence, competence and self-esteem of subordinates

Guides and coaches subordinates; encourages initiative; leads by example; inspires people; designs and/or leads effective ways to practice

Clearly specifies standards and expectations; uses recognition or reward to effectively encourage excellence

Actively creates or contributes to a positive command Climate

Builds on successes, actively seeks to improve upon weaknesses

Satisfactory

Attempts to expand or enhance self-confidence, competence or self-esteem of subordinates

Frequently coaches subordinates; often encourages initiative; visibly tries to lead by example; makes some effort to design ways to practice

Generally sets expectations; shows evidence of dealing appropriately with both good and poor performance

Contributes to a positive command climate

Attempts to build on successes and improve upon weaknesses

Develops PS DO

Gets Results (GR) – Developing and executing plans while providing direction, guidance and clear priorities to guide others towards mission accomplishment.

Excellent

Thoroughly completes assigned tasks to meet standard within commander's intent, while caring for people and resources

Exceeds some standards

Makes smart use of available time for preparations, checks and rehearsals

Maintains 100% accountability of people and equipment; always clear who is supposed to do what

Establishes and effectively uses procedures for monitoring, coordinating and regulating subordinates' actions; makes thing happen right the first time

Overcomes obstacles and difficulties; encourages initiative; thrives in fluid environment

Ensures substandard work is redone until correct

Satisfactory

Generally completes tasks to standard and within commander's intent, while adequately caring for people and resources

Generally meets minimum standards

Makes some use of available time for preparation, checks and rehearsals

Generally shows good accountability of people and equipment; keeps adequate track of who is supposed to do what

Generally establishes and uses procedures for monitoring, coordinating and regulating subordinates' actions; helps things happen

Adequately copes with obstacles or difficulties; shows some initiative and resilience; handles fluid environment

Willing to make corrections (points out substandard work)

Achieves

GR

Appendix B – LDP Forms

CADET COMMAND REG 145-3
REQUIREMENTS CONTROL SYMBOL ATCC-122

LEADERSHIP ASSESSMENT REPORT

PART I - Attributes (*what a leader is*): Characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how one behaves

1. Character: A person's moral and ethical qualities which give a leader motivation to do what is appropriate regardless of circumstances or consequences

ARMY VALUES (Comments mandatory in Part III for all "NO" entries)	Yes	No	Yes	No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers				
2. DUTY: Fulfills professional, legal, and moral obligations			5. HONOR: Adherence to the Army's publicly declared code of values	
3. RESPECT: Treats others as they should be treated; promotes dignity, consideration, & fairness			6. INTEGRITY: Does what is right both legally and morally; honest in word and deed	
4. SELFLESS-SERVICE: Places welfare of others and Army priorities before self			7. PERSONAL COURAGE: Faces fear, danger, or adversity	
EMPATHY: The ability to see something from another person's point of view, to identify with and enter into another person's feelings and emotions				
WARRIOR ETHOS: I will always place the mission first; I will never accept defeat; I will never quit; I will never leave a fallen comrade				

Mark "E", "S", or "N" for each observed attribute or core leader competency. IMPROVE comments in Part III are mandatory when rating of "N" is indicated

2. Presence The impression that a leader makes on others, which contributes to their success in leading them; the image that a leader projects; how others perceive a leader (outward appearance, demeanor, words, and actions)	MB	Military Bearing	E	S	N	PF	Physically Fit	E	S	N
	Projecting a commanding presence and professional image of authority			Having sound health, strength, and endurance that supports one's emotional health and conceptual abilities under stress						
3. Intellectual Capacity The ability to draw on the mental tendencies and resources that shape a leader's conceptual abilities and impact of effectiveness, which then are applied to one's duties and responsibilities	CF	Confident	E	S	N	RS	Resilient	E	S	N
	Projects self-confidence and certainty; demonstrates composure and poise; calm and collected; possesses self control of emotions			Showing a tendency to recover quickly from setbacks, shock, adversity, stress or injury while maintaining a mission and organizational focus						
	MA	Mental Agility	E	S	N	SJ	Sound Judgment	E	S	N
	Flexibility of mind; a tendency to anticipate or adapt to ever-changing conditions; improvisation		Assesses situations and draws feasible conclusions; makes sound and timely decisions		Ability to introduce something new; is original in thoughts and ideas; creative					
	IP	Interpersonal Tact	E	S	N	DK	Domain Knowledge	E	S	N
	Effectively interacts with others; possesses the capacity to understand personal interactions with others; awareness of how others see you			Possessing facts, beliefs, and logical assumptions in relevant areas; technical, tactical, cultural and geopolitical knowledge						

PART II - Core Leader Competencies (*what a leader does*): Works to lead others; develops themselves, their subordinates and organizations to achieve mission

1. Leads The application of character, presence, intellect and abilities while guiding others toward a common goal and mission accomplishment	LD	Leads Others	E	S	N	EI	Extends Influence beyond CoC	E	S	N
	Motivates, inspires, and influences others to take initiative, to work toward a common purpose, to accomplish critical tasks and to achieve unit objectives			Uses indirect means to influence others outside normal chain of command. Involves diplomacy, negotiation, conflict resolution and mediation						
2. Develops Taking actions to foster team work, encourage initiative, and to accept personal responsibility, while demonstrating care	LE	Leads by Example	E	S	N	CO	Communicates	E	S	N
	Provides the example to others; serves as a role model; maintains high standards in all aspects of behavior and character			Clearly expresses ideas to ensure understanding, actively listens to others, and practices effective communication techniques						
3. Achieves Sets objectives and focuses on mission accomplishment	CP	Creates a Positive Environment	E	S	N	PS	Prepares Self	E	S	N
	Creates a positive cultural and ethical environment		Self-study, self-development and becoming multi-skilled; ensures they are prepared to lead		Encourages and supports others to grow as individuals and teams; prepares others for success; makes the organization more versatile					
	GR	Gets Results	E	S	N					
	Structuring what needs to be done so results are consistently produced; developing and executing plans while providing direction, guidance and clear priorities towards mission accomplishment; manages the resources required for mission accomplishment									

CDT CMD FORM 156-4A-R Jul 09 - REPLACES ALL PREVIOUS

LEADERSHIP ASSESSMENT REPORT

CADET COMMAND REG 145-3
 REQUIREMENTS CONTROL SYMBOL ATCC-122

PART III – RECORD OF OBSERVATIONS AND COUNSELING

Check here if **SPOT REPORT**

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ratings in Parts I and II. Use continuation card if necessary.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" attribute and/or core leader competency as identified in Part I and II. ("IMPROVE" comments are required for each "N" entry in Part I and II) Not required for Spot Report.

SUSTAIN:

IMPROVE:

PART IV – OVERALL NET ASSESSMENT (Circle one)

E S N

RATED CADET NAME

UNIT

DUTY POSITION (Location if Spot Report)

DATE

RATED CADET SIGNATURE

ASSESSOR NAME / INITIALS

CADRE CADET

CADET SELF-ASSESSMENT REPORT (ROTC Cdt Cmd Reg 145-3)			REQUIREMENTS CONTROL SYMBOL ATCC-122	
Cadet	Unit	Unit Position	Length (hours)	Date
SUMMARY OF PERFORMANCE (Describe the Situation, assigned Task, the Action taken, and the Results). _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____				

CDT CMD Form 156-2-R Jul 09 – REPLACES ALL PREVIOUS VERSIONS

Cadet Self-Assessment Report (Front)
CDT CMD Form 156-2-R (Jul 09)

My Strongest Attributes and/or Core Leader Competencies: (list 1, 2 or 3)

Attributes and/or Core Leader Competencies I Need to Improve: (list 1, 2 or 3)

Overall Self-Assessment	E	S	N
-------------------------	---	---	---

Complete self-assessment to this point and turn it in prior to counseling

Cadet Summary of Counseling

My Strongest Attributes and/or Core Leader Competencies (As Noted by Evaluator):

Attributes and/or Core Leader Competencies to Improve (As Noted by Evaluator):

Actions I Plan to Take:

.....

.....

.....

.....

Cadet's Signature

Date

CDT CMD Form 156-2-R (Reverse Side) Jul 09 – REPLACES ALL PREVIOUS VERSIONS

Cadet Self-Assessment Report (Reverse)
CDT CMD Form 156-2-R (Jul 09)

Leadership Development Program (LDP) Handbook
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PERSONAL DATA (Cdt Cmd Reg 145 - 3)					REQUIREMENTS CONTROL SYMBOL ATCC - 122				
PRIVACY ACT STATEMENT									
AUTHORITY: Title 10 and Title 5. USC301. PRINCIPAL PURPOSE: To provide data to Tactical Officers at ROTC Advanced Camp for monitoring cadet training. ROUTING USE: Used by ROTC Bn Cdr for emergency notification. Disclosure is voluntary.									
NAME				SSN		MS CLASS		SCHOOL/HOST INSTITUTION	
MARRIED (CHECK ONE)			SPOUSE'S NAME				DEPENDENT'S NAME(S)		
YES		NO							
NEXT OF KIN					RELATIONSHIP		NEXT OF KIN TELEPHONE ()		
ADDRESS OF KIN									
DATE ARRIVED				POV (CHECK ONE)		APPR EARLY REL DATE		REASON FOR EARLY RELEASE	
				YES					
HEIGHT		WEIGHT		BLOOD TYPE		DOB		STATUS (CIRCLE ONE) SWIMMER WEAK SWIMMER NON SWIMMER	
PHYSICAL LIMITATIONS/ALLERGIES/MEDICATIONS									

CDT CMD FORM 156-5A-R Feb96

Personal Data/Initial Interview (Front)

STRUCTURED INTERVIEW	
1. Birth Date	9. If not currently scheduled, are you interested in attending an Army Professional School if available?
2. Do you have any allergies?	10. Will you be an early release from camp for any reason?
3. Are you a strong, weak or non-swimmer?	11. Will you be commissioned at the end of camp?
4. Are you certified by the Red Cross in Water Safety, First Aid or Lifeguard?	12. Do you have any emotional or physical problems that may affect camp performance?
5. Do you have any previous heat or cold injuries?	13. Do you have any other issues that I should be aware of at this time?
6. If SMP, are you scheduled for summer Annual Training? (NOTE: AT has precedence Over CPDT) If so, what are your AT dates?	
7. Will you be attending CTLT after camp?	
8. Will you be attending any Army Professional School after camp?	

Personal Data/Initial Interview (Front)

Leadership Development Program (LDP) Handbook
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JOB PERFORMANCE SUMMARY CARD			Cadet										STO /TAC/Assessor									
School										Unit												
			Character	Presence				Intellectual Capacity					Leads				Develops			Achieves		
Date	Position	Assessor	As Obsvd	MB	PF	CF	RS	MA	SJ	IN	IP	DK	LD	EI	LE	CO	CP	PS	DO	GR	NET	
Summary by Attribute or Core Competency																						
BPFT: Score___ Pu__Su__Run__ APFT: Score___ Pu__Su__Run___			CWST: GO NOGO		LAND NAV: WR___ DAY ___ NIGHT___				BRM: Group___ Zero___ Qual___ of 40				Initial Peer ___ of ___			Final Peer ___ of ___						
FLRC/TDC GO___ NOGO___			FTX/STX GO___ NOGO___				Road March: GO___ NOGO___				%TNG Attended_____											

ROTC CDT CMD FORM 156-18A-R (CADET) Jul 09 – REPLACES ALL PREVIOUS VERSIONS

Job Performance Summary Card – (Cadet Focused)
 CDT CMD Form 156-18A-R (Cadet) Jul 09

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JOB PERFORMANCE SUMMARY CARD											Assessor														
School											Unit														
			Character				Presence				Intellectual Capacity					Leads				Develops			Achieves		
Date	Position	Cadet	As Obsvd	MB	PF	CF	RS	MA	SJ	IN	IP	DK	LD	EI	LE	CO	CP	PS	DO	GR	NET				

ROTC CDT CMD FORM 156-18B-R-Cadre Jul 09 – REPLACES ALL PREVIOUS VERSIONS

(Front)

Job Performance Summary Card - (Cadre Focused)
 CDT CMD Form 156-18B-R (Cadre) Jul 09

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			Character	Presence				Intellectual Capacity					Leads				Develops			Achieves		
Date	Position	Cadet	As Obsvd	MB	PF	CF	RS	MA	SJ	IN	IP	DK	LD	EI	LE	CO	CP	PS	DO	GR	NET	
			As Obsvd	MB	PF	CF	RS	MA	SJ	IN	IP	DK	LD	EI	LE	CO	CP	PS	DO	GR	NET	
			Character	Presence				Intellectual Capacity					Leads				Develops			Achieves	NET	

ROTC CDT CMD FORM 156-18B-R-Cadre Jul 09 – REPLACES ALL PREVIOUS VERSIONS

(Reverse)

Job Performance Summary Card - (Cadre Focused)
CDT CMD Form 156-18B-R (Cadre) Jul 09

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PEER EVALUATION REPORT <small>(ROTC Cdt Cmd Reg 145-3)</small>	REQUIREMENTS CONTROL SYMBOL ATCC-122	
CADET (Rater)	UNIT	DATE
CADET (Rated)	RANKING _____ OF _____	
WHAT ARE THIS INDIVIDUAL'S STRONGEST (ONE, TWO, OR THREE) LEADERSHIP ATTRIBUTES/CORE LEADER COMPETENCIES AND WHY?		
WHAT ARE THIS INDIVIDUAL'S WEAKEST (ONE, TWO, OR THREE) LEADERSHIP ATTRIBUTES/CORE LEADER COMPETENCIES AND WHY?		

CDT CMD Form 156-17-R Jul 09

Peer Evaluation Report
 CDT CMD Form 156-17-R Jul 09

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DEVELOPMENTAL COUNSELING FORM			
For use of this form, see FM 6-22; the proponent agency is TRADOC.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY:	5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)		
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.		
ROUTINE USES:	For subordinate leader development IAW FM 6-22. Leaders should use this form as necessary.		
DISCLOSURE:	Disclosure is voluntary.		
PART I - ADMINISTRATIVE DATA			
Name <i>(Last, First, MI)</i>	Rank/Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: <i>(Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)</i>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment <i>(other than rehabilitative transfers)</i> , separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

DA FORM 4856, MAR 2006

EDITION OF JUN 99 IS OBSOLETE

APD PE v2.00

Developmental Counseling Form (DA Form 4856)
<ftp://pubs.army.mil/pub/eforms/pdf/a4856.pdf>

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Plan of Action *(Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specified time line for implementation and assessment (Part IV below)*

Session Closing: *(The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate.)*

Individual counseled: I agree disagree with the information above.
Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: *(Leader's responsibilities in implementing the plan of action.)*

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: *(Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling.)*

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

REVERSE, DA FORM 4856, MAR 2006

APD PE v2.00

Developmental Counseling Form (DA Form 4856) (Reverse)

Appendix C – Cadet Evaluation Report (CER)

The Cadet Evaluation Report (CER) is currently under development.

It will be posted to this handbook when available.

Anticipated posting: 10/01/2009

1. GENERAL: The CER is an LDP developmental counseling tool that is intended to mirror the Officer Efficiency Report (OER). It is designed to utilize information generated by the LDP to provide constructive feedback to cadets on-campus and at LDAC. At a minimum, each cadet will receive a CER and counseling at the end of the academic semester (typically MS III,) immediately preceding LDAC attendance. Additionally, each cadet attending LDAC will receive a similar CER and counseling prior to LDAC graduation. Copies of the LDAC CER are available from CCIMS following LDAC and used for additional development during the MS IV academic year. Information found on the CER is visible in the Branching Module of CCIMS. Detailed instructions on CER input may be found in CC Cir 601-09-1

2. COMPONENTS OF THE CER:

a. Part I (Administrative Data) – Self-explanatory

b. Part II (Authentication) – Self-explanatory. Signature of Rated Cadet signifies that the administrative data is correct and does not imply agreement with ratings displayed.

c. Part III (Leadership Positions) – List all leadership opportunities in which cadet was assessed during the rating period (except practice). Cadets are required to be assessed in a minimum of five (5) leadership opportunities during the school year immediately preceding attendance at LDAC.

d. Part IV (Not Used)

e. Part V (Performance Evaluation) – Enter Summary Ratings in all leadership attributes and core leader competencies from the Job Performance Summary Card. NOTE: “N” ratings must be addressed in the narrative portion of Part VIb (below).

f. Part VI (Performance and Potential) – Completed by primary assessor (MS III advisor, Platoon TAC).

(1) Part VIa – The primary assessor subjectively combines the cadet’s overall performance during the rating period with a realistic projection of the cadet’s potential to serve as an Army officer and determines an overall assessment of Excellent, Satisfactory, or Needs Improvement. Ratings reflect the cadet’s current stage of

development; assessors must avoid inflating/deflating ratings earned by the cadet. The Part VIa ratings determined on-campus are not force-distributed; each cadet will receive the E/S/N rating determined by the MS III advisor.

(2) Part VIb (Narrative Comment) - The purpose of the narrative comments is to provide cadets with frank, substantive observations of their performance. Address the cadet’s overall performance rather than a single event failure. The bullet comments are justified by the leadership dimension summaries made by the TAC on the front side of the CER. With the exception of those addressing specific awards, narratives should focus on aspects of leadership. The completed CER contains 5 or more bullets up to 2 lines in length and is focused on trends, recognizing personal growth or failure to grow. As a minimum, LDAC CER narrative includes:

A. Lead-in bullet - Summarize the overall leadership performance of the cadet during the rating period. May contain references to attributes/core leader competencies, but generally paints a word picture of the individual.

B. Most significant leadership strengths. Should address those areas consistently commented on during counseling. Even when a cadet has no attributes/core leader competencies “E” ratings, strongest areas should be identified.

C. Specific awards or recognition. Cadets should be recognized for significant individual accomplishments.

D. Developmental Comment – Observed behavior which most significantly impacts leadership effectiveness and where additional emphasis on improvement must be focused. At least one developmental comment is required for all cadets. Developmental comments must not only identify behavior, but also suggest corrective actions to be taken. For cadets with “N” ratings in Parts I & II, address each attribute/core leader competency rated “N”.

E. Potential Comment – Addressing the cadet’s potential to serve successfully as a junior officer.

F. *Avoid the Following:*

- Don’t emphasize by CAPITALIZING, underlining, bold text, etc.

- Don't use generic comments that have no meaning to anyone other than you ("This cadet is soup sandwich").

- Avoid using phrases, which begin with "able to", or "has the ability to". Did the cadet do it? Describe what the cadet actually accomplished.

- Bullet comments should not focus on insignificant "snapshots" ("Successfully negotiated the Gorge of Doom at FLRC") taken at a particular event, but can use specific observations as examples of overall performance ("Rapidly assesses and solves problems; innovative suggestions enabled team to negotiate difficult obstacles")

(3) Part VIc (Unique Professional Skills) – Address any significant skills or areas of expertise possessed by the cadet which potentially could be of benefit to the Army.

(4) Part VII (Senior Rater) – Completed by the PMS on-campus or Regimental TAC Officer (RTO) at LDAC.

A. Part VIIa (Leader Potential) – Campus only, required for each cadet.

B. Part VIIb (OML) – Campus only.

C. Part VIIc (Comments) – Campus required, LDAC optional.

Leadership Development Program (LDP) Handbook
Appendix C – Cadet Evaluation Report (CER)

The Cadet Evaluation Report (CER) is currently under development.

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Anticipated posting: 10/01/2009

Cadet Evaluation Report				Type of Report			
For use of this form see CG Reg 145-3; staff component is USACC (MOT)				CAMPUS			
a. NAME (LAST, FIRST, MIDDLE INITIAL, EXT.)		b. SSN		c. COX		d. REGION	
e. SCHOOL		f. SCHOOL CODE		g. APPT		h. APPT DATE	
i. HEIGHT		j. WEIGHT					
PART II - AUTHENTICATION							
(Rated cadet's signature verifies cadet has seen completed part I-VI and the administrative data is correct) (Rater & Sr. Rater's signatures verify that the cadet has been counseled)							
1. NAME OF RATER (LAST, FIRST, MI, EXT.)		2. SSN		3. RANK		4. POSITION	
5. SIGNATURE		6. DATE		Original Validated by Rater			
7. NAME OF SENIOR RATER (LAST, FIRST, MI, EXT.)		8. SSN		9. RANK		10. POSITION	
11. SIGNATURE		12. DATE		Original Validated by Senior Rater			
13. RATER'S TELEPHONE NUMBER				14. SENIOR RATER'S TELEPHONE NUMBER			
15. PERIOD COVERED FROM: TO:				16. SIGNATURE OF RATED CADET		17. DATE	
				Original Validated by Cadet			
PART III - LEADERSHIP POSITIONS							
List the evaluated leadership opportunities/positions from the JPSC							
PART IV - PERFORMANCE DATA							
NOT USED							
PART V - PERFORMANCE EVALUATION - PROFESSIONALISM (Primary Assessor:PLT TAG)							
CHARACTER disposition of the leader: combination of values, attributes, and skills affecting leader actions							
a. Values - Indicate "S" or "N" for each OBSERVED value. "N" Ratings must be justified by observation in Part VI below							
1. LOYALTY (LD):		2. DUTY (DU):		3. RESPECT (RE):		4. SELFLESS SERVICE (SS):	
5. HONOR (HO):		6. INTEGRITY (IT):		7. PERSONAL COURAGE (PC):			
b. LEADERSHIP ATTRIBUTES/SKILLS/ACTIONS: Place an "X" in the appropriate subgrid box to describe within Attributes, Skills, and Actions.							
"N" subgrids must be justified by observations in Part VI.							
ATTRIBUTES		1. MENTAL (ME)		2. PHYSICAL (PH)		3. EMOTIONAL (EM)	
SKILLS		4. CONCEPTUAL (CN)		5. INTERPERSONAL (IP)		6. TECHNICAL (TE)	
7. TACTICAL (TA)							
INFLUENCING		8. COMMUNICATING (CO)		9. DECISION MAKING (DM)		10. MOTIVATING (MO)	
OPERATING		11. PLANNING/ PREPARING (PL)		12. EXECUTING (EX)		13. ASSESSING (AS)	
IMPROVING		14. DEVELOPING (DE)		15. BUILDING (BD)		16. LEARNING (LR)	

FORM DOT CEM FORM 87-9

AIO 7/8/2008

Campus Cadet Evaluation Report (Front)

Leadership Development Program (LDP) Handbook
 Appendix C – Cadet Evaluation Report (CER)

The Cadet Evaluation Report (CER) is currently under development.
 It will be posted to this handbook when available.
 Anticipated posting: 10/01/2009

NAME	SSN	PERIOD COVERED FROM	TO
PART VI - PERFORMANCE AND POTENTIAL EVALUATION (Primary Assessor)			
a. EVALUATE THE RATED CADET'S PERFORMANCE DURING THE RATING PERIOD AND HIS/HER LEADERSHIP POTENTIAL FOR COMMISSIONING			
<input type="checkbox"/> 1-OUTSTANDING PERFORMANCE MUST COMMISSION	<input type="checkbox"/> 2-SATEFACTORY PERFORMANCE COMMISSION	<input type="checkbox"/> 3-NEEDS IMPROVEMENT BEFORE COMMISSIONING	
b. COMMENT ON SPECIFIC ASPECTS OF THE PERFORMANCE AND POTENTIAL FOR COMMISSIONING			
c. IDENTIFY ANY UNIQUE PROFESSIONAL SKILLS OR AREAS OF EXPERTISE OF VALUE TO THE ARMY THAT THIS CADET POSSESSES WHICH MAY ASSIST IN DETERMINING BRANCH AND COMPONENT SELECTION			
PART VII - SENIOR RATER (PMS/RTO)			
a. EVALUATE THE RATED CADET LEADER POTENTIAL FOR COMMISSIONING			
<input type="checkbox"/> BEST QUALIFIED	<input type="checkbox"/> FULLY QUALIFIED	<input type="checkbox"/> QUALIFIED	
b. PERFORMANCE COMPARED WITH CADETS IN THE SAME UNIT (Campus Only)	c. COMMENT ON PERFORMANCE POTENTIAL		
<input type="checkbox"/> BEST QUALIFIED <input type="checkbox"/> FULLY QUALIFIED <input type="checkbox"/> QUALIFIED <input type="checkbox"/> OTHER I RANK THIS CADET OF			

Campus Cadet Evaluation Report (Reverse)

Leadership Development Program (LDP) Handbook
Appendix C – Cadet Evaluation Report (CER)

Cadet Evaluation Report For use of this form see CG Reg 146-3; staff proponent is USAAC DDT				Type of Report LDAC			
1. NAME (LAST, FIRST, MIDDLE INITIAL, EXT)		2. SSN		3. SEX		4. REGION	
5. SCHOOL		6. SERVICE CODE		7. APPT DATE		8. HEIGHT	
				9. WEIGHT			
PART II - AUTHENTICATION (Rated cadet's signature verifies cadet has seen completed part I-VI and the administrative data is correct) (Rater & Sr. Rater's signatures verify that the cadet has been counseled)							
1. NAME OF RATER (LAST, FIRST, MI, EXT)		2. SSN		3. RANK		4. POSITION	
5. NAME OF SENIOR RATER (LAST, FIRST, MI, EXT)		6. SSN		7. RANK		8. POSITION	
9. RATER'S TELEPHONE NUMBER				10. SENIOR RATER'S TELEPHONE NUMBER			
11. PERIOD COVERED FROM: TO:				12. SIGNATURE OF RATED CADET			
				13. DATE			
PART III - LEADERSHIP POSITIONS							
List the evaluated leadership appointments/positions from the JFBC							
Counseling Draft Only-Not to be used for Accessions							
PART IV - PERFORMANCE DATA							
1. APPT		2. DATE		3. MISC DATA: State the applicable leader's position (under the JFBC)			
2. Land Navigation		3. MISC DATA: State the applicable leader's position (under the JFBC)		4. SDC-DTX 1		5. SDC-DTX 2	
3. RECORDS: GD <input checked="" type="checkbox"/> MO GD <input checked="" type="checkbox"/>				6. E S N		7. E S N	
				8. E S N		9. E S N	
PART V - PERFORMANCE EVALUATION - PROFESSIONALISM (Primary Assessment/TAC)							
CHARACTER disposition of the leader: combination of values, attributes, and skills affecting leader actions							
a. Values - indicate "S" or "N" for each OBSERVED value. "N" Ratings must be justified by observation in Part VI below							
1. LOYALTY (LO):		2. DUTY (DU):		3. RESPECT (RL):		4. SELFLESS SERVICE (SS):	
5. HONOR (HO):		6. INTEGRITY (IT):		7. PERSONAL COURAGE (PC):			
b. LEADERSHIP ATTRIBUTES/SKILLS/ACTIONS: Place an "S" in the appropriate rating block for observation with attributes, skills, and actions. "N" ratings must be justified by observation in Part VI.							
1. MENTAL (ME):		2. PHYSICAL (PH):		3. EMOTIONAL (EM):			
4. CONCEPTUAL (CN):		5. INTERPERSONAL (IP):		6. TECHNICAL (TE):			
7. TACTICAL (TA):		8. COMMUNICATING (CO):		9. DECISION MAKING (DM):		10. MOTIVATING (MO):	
11. PLANNING/ PREPARING (PL):		12. EXECUTING (EX):		13. ASSESSING (AS):			
14. DEVELOPING (DE):		15. BUILDING (BC):		16. LEARNING (LR):			

RDTC CDT (CER) FORM 67-5

AVG TR2008

LDAC Cadet Evaluation Report (Front)

The Cadet Evaluation Report (CER) is currently under development.

It will be posted to this handbook when available.

Anticipated posting: 10/01/2009

Leadership Development Program (LDP) Handbook
 Appendix C – Cadet Evaluation Report (CER)

NAME	SSN	PERIOD COVERED FROM	TO
PART VI - PERFORMANCE AND POTENTIAL (Primary Assessor/Pit TAC)			
a. EVALUATE THE RATED CADET'S PERFORMANCE DURING THE RATING PERIOD AND HIS/HER LEADERSHIP POTENTIAL FOR COMMISSIONING			
<input type="checkbox"/> B EXCEEDED THE STANDARD	<input type="checkbox"/> B MET THE STANDARD	<input type="checkbox"/> B-NEEDS IMPROVEMENT	
b. COMMENT ON SPECIFIC ASPECTS OF THE PERFORMANCE AND POTENTIAL FOR COMMISSIONING			
c. IDENTIFY ANY UNIQUE PROFESSIONAL SKILL OR AREAS OF EXPERTISE OF VALUE TO THE ARMY THAT THIS CADET POSSESSES WHICH MAY ASSIST IN DETERMINING BRANCH AND COMPONENT SELECTION			
Counseling Draft Only-Not to be used for Accessions			
PART VII - SENIOR RATER (PMS/RTO)			
4. RATED CADET'S PERFORMANCE/LEADER POTENTIAL COMPARE WITH CADETS IN THE SAME UNIT I RANK THIS CADET _____ OF _____	b. COMMENT ON PERFORMANCE/POTENTIAL <div style="height: 150px;"></div>		

LDAC Cadet Evaluation Report (Reverse)

The Cadet Evaluation Report (CER) is currently under development.
 It will be posted to this handbook when available.

Anticipated posting: 10/01/2009

Appendix D – Administering the Leadership Development Program

PART I: Cadre and Cadet Responsibilities

1. **Cadre Responsibilities:** Effective mentoring by cadre encourages pride, initiative, and self-reliance in the cadet. An effective program of development produces leaders who are capable of analyzing problems, developing solutions and efficiently utilizing available resources, including expertise from other individuals, to overcome challenges; leaders are not expected to operate alone. Developing the leader includes providing tools necessary to operate in the absence of guidance. Cadre contribute to development by providing cadets with opportunities to learn and tools to develop by providing:

a. **Environment** - The environment established by cadre is essential to the cadet's rate of learning, improvement and potential realized during the training cycle. The environment in which LDP is administered is typically the small military unit. The advantages to the cadet in training in a suitably military environment include:

- Trains cadets for future roles as officers

- Maintains commonality with other training environments (LDAC-campus-active duty), reducing inefficient and nonproductive adjustment to change

- Establishes a disciplined structure, clearly defining common chain of command roles and resources

- Rapidly establishes individual's role as a member of a team

- Facilitates combining different personalities, cultures and experiences, establishing common goals

- Contributes to the command climate and sets the example for a professional military operation which will be carried forward with the cadet.

b. **Consistency** – Cadre must be consistent in their dealings with cadets. Erratic behavior or confusing changes are not only unprofessional, but often cause cadets to hesitate and question their own judgment. The key to consistency is disciplined adherence to reasonable and achievable standards of performance. Frustration sets in when standards are changed frequently and without warning, when cadre use different standards for the same level of performance, or when standards are not challenging. Cadet Command provides LDP standards in the form

of Performance Indicators (see Appendix A). Additionally, cadre must recognize when their own inconsistent behavior negatively affects the development of the cadets.

c. **Credibility** – Cadre enhance development by maintaining credibility in themselves and the program through display of professional knowledge, enthusiasm for and belief in the principles being taught to the cadets, work ethic, etc. The credibility of the cadre creates confidence in the training that cadets receive.

d. **Role Model** – Cadre must faithfully model the principles that are being taught to the cadets. Cadets who are unclear on expectations look to their own leaders (both formal and informal) for definitions. With strong role models, the character of the unit and expectations are clearly defined and leader development progresses; in units where words say one thing and actions another, expectations become confusing and distractions are created. Developing leaders often arrive at decisions by doing what they think a role model might do in the same situation.

e. **Discipline** – Cadre must instill and enforce discipline in cadets as well as themselves. The seemingly minor acts of discipline (uniform standards, drill and ceremony, SOPs) contribute over time to individual development by reinforcing professionalism and a sense of pride.

f. **Standards of Performance** – Cadre establish and enforce standards of performance when assessing cadets. Standards quantify the cadre's expectations and are used by cadre and cadet alike to gauge progress. Since expectations may vary from cadet to cadet and may change with experience, cadre are expected to place their expectations in context with each cadet's current stage of development and to appropriately review and revise goals as cadets demonstrate proficiency. Development does not cease when a cadet meets the standard for satisfactory performance; instead, focus is shifted to increasing consistency and complexity. Cadre expectations are driven to an extent by the cadet's capabilities and potential. An APFT score of 270 may indicate success or over-achievement for one cadet, yet under-achievement for another, depending on previously demonstrated capacity.

g. **Point of Reference** – Cadre are the sources for most information critical for the cadet's performance of duties, particularly in the initial stages of

development. Cadre must recognize their role as a resource and make themselves appropriately available. A “zero defects” mentality by cadre toward cadet performance may discourage the cadet from seeking advice and counsel, even though the cadre possesses necessary experience and information. The cadet often fails to use cadre as a resource (much like a reference publication), for fear that the cadet will be seen as ill-informed. Cadets should be encouraged to ask appropriate questions, possibly phrased in context with the training situation (notional radio transmission to higher headquarters, for example) to enhance the training value. Accessibility to cadre encourages communication, enhances mentoring, develops cadet confidence in the chain of command and builds the cadre’s understanding of the cadet.

h. **Perspective** – Perspective is ability to view things in their true relations or relative importance. Overreaction, personality clashes, confusion, etc. are all indicators that cadets have lost their perspective. Reestablishing perspective can effectively be done in the AAR, benefiting the entire group. Cadre provide perspective by heading off irrational behavior, stressing the need to control emotions and generally ensuring cadet behavior is not inordinately affected by relatively minor problems. In order to maintain perspective, cadre must refuse to be drawn-in to conflicts, maintaining objectivity and being the “voice of reason”.

i. **Presence** – Cadre presence must be visible to cadets without being disruptive. Routine presence at training events under all conditions not only sets a positive example of professionalism, but also desensitizes cadets to the distraction of having “brass” on site. Additionally, the most accurate assessments are based on first-hand observation.

2. Cadet Responsibilities: Cadets both in and out of leadership positions are responsible for contributing to development through:

a. **Effort** – Cadets are responsible for displaying reasonable effort toward achieving training objectives. These objectives may be short-term (complete the Hand Grenade Assault Course) or long-term (improve ability to speak before large groups of people), but the key to effort is showing a willingness to work toward goals. Assessing effort often requires considerable knowledge of the cadet’s prior history as well as his capabilities and limitations. Success does not necessarily follow effort; cadets may expend large amounts of effort without achieving their objective, foiled by events outside their control. Conversely, a cadet may be swept to success in spite

of minimal effort. Learn to recognize effort as a separate entity and consider it accordingly.

b. **Trend toward Growth** – Cadets are expected to show a trend of growth when their performance is analyzed over time. The expected degree of growth depends on the complexity of the objective as well as the cadet’s level of proficiency. In some behavior, cadets are expected to display rapid, near immediate growth with minimal training...in other behavior, satisfactory growth is measured incrementally over long periods of time. Regardless, cadets seldom achieve 100% of potential rapidly.

c. **Contribution to the Team** – Cadets are expected to contribute to the team. In their role as military leaders, cadets are expected to work as a member of a coordinated effort to achieve common goals. Individual strengths must be selflessly directed to benefit the unit as a whole.

d. **Enthusiasm** - Sincere enthusiasm toward the duties at hand implies stamina and commitment and is critical to the team’s acceptance of the cadet as an effective leader.

PART II: Administering the LDP

1. Leadership Opportunities - Leadership opportunities are formally assessed activities where cadets are assigned leadership roles and given appropriate time to develop and implement plans. In order to meet developmental needs, leadership opportunities should be designed to maximize training benefits. Although the military small unit is often used as the training model for cadet training, leadership opportunities should take advantage of the multiple non-military situations available on campus where leadership behavior may be exhibited.

a. **Identifying Leadership Opportunities** – Leadership opportunities must be identified and scheduled in advance of each assessment. Traditionally, the military small unit-based organization of the ROTC battalion/regiment provides many opportunities for leadership, including (but not limited to):

- (1) Squad Leader (SL)
- (2) Platoon Sergeant (PSG)
- (3) Platoon Leader (PL)
- (4) First Sergeant (1SG)
- (5) Company Executive Officer (XO)
- (6) Company Commander (CO)

In the typical ROTC battalion, the number of “traditional” leadership roles such as those mentioned above is determined by the unit size. Additional leadership opportunities may be identified in “non-traditional” roles such as unit activity coordinators, project organizers, cadet mentors and trainers, staff assistants, or campus leadership roles (extracurricular or community service functions). By recognizing the leadership behavior inherent in a wide variety of activities, cadre may structure the cadets’ experiences to meet specific developmental needs.

b. Scheduling Leadership Opportunities – The primary assessor on-campus and TACs at LDAC are responsible for ensuring that each cadet receives the requisite number of leadership opportunities. MS IIIs and MS IVs scheduled to attend LDAC are required to be assessed in a minimum of 5 leadership opportunities.

(1) Although a minimum of 5 leadership opportunities will be scheduled during the MS III year, the quality of the experience is more critical to development than the quantity.

(2) Leadership opportunities should be of sufficient duration to provide training benefit. This will largely be driven by the total possible on-campus contact hours. In many battalions, cadets are placed in leadership for 2 weeks or longer, providing multiple opportunities for observation and increasing the credibility of the final assessment. While leader opportunities of shorter duration may be used, avoid scheduling leadership opportunities that do little to contribute to the developmental plan for the cadet.

(3) Scheduled leadership opportunities must be published in advance to provide the leader with sufficient preparation time.

(4) Prior to scheduling cadets for leadership roles, prior performance should be reviewed and trends noted. Following the review, future leadership opportunities should be designed to address training shortcomings noted, allowing cadets to demonstrate

skill development. Additionally, leadership roles should complement the goals identified in the cadet’s developmental plan as appropriate. Once proficiency has been achieved, revise goals upward by assigning more challenging leadership roles.

(5) At LDAC, the minimum number of leadership opportunities is determined each year by the distribution of cadets and is scheduled by the TACs. Generally, cadets will have 2 to 3 leadership opportunities ranging from squad leader to company commander in garrison activities and 3 opportunities in tactical events, including squad leader on the Field Leader Reaction Course (FLRC) and 2 squad leader positions in Squad Situational Tactical Exercises (Sqd STX). Additionally, some cadets will receive additional leadership opportunities as the situation permits. Detailed guidance is published each year by the LDAC commander.

(6) At the Leader’s Training Course (LTC),

2. Cadre Administration of the Leadership Development Program

– The following are suggestions to assist the cadre in the establishment of a viable LDP, both on-campus and at LDAC:

a. Allow structured events to unfold without premature intervention – Leadership opportunities are a showcase for the cadet to react to situations, where adversity is merely an opportunity to observe the cadet’s problem-solving response. Even in situations where the leader falters, the opportunity exists for senior and subordinate cadet leaders to react and solve the problems on their own, contributing to their own and the team’s development. Cadre attempting to preemptively solve problems may in fact be training cadets to expect intervention or assistance when things go badly. Cadre should only intervene when, in their judgment, significant safety or resource issues dictate. Avoid the temptation to take on the problem before the cadet chain of command has the full opportunity to do so.

b. Use chaos as an opportunity to observe candid behavior – The advantage inherent in chaos is that cadets rarely expect the events that are unfolding, and their behavior tends to more accurately depict true character. By focusing on the cadet’s response rather than the crisis itself, cadre are more likely to demonstrate objectivity without being caught up in the confusion.

c. Prevent “gamesmanship” – Vary the routine to avoid predictable patterns. Cadets quickly identify predictable patterns and develop informal “SOPs” on how to react to a given situation. To maximize training benefit, cadre should develop variables that

disrupt the cadet's expectations of what is unfolding in front of them. The disruption should be planned and designed to reinforce a teaching point to the benefit of the particular cadet.

d. Be open to solutions that aren't the way "you would do it" – The assessor is observing leadership behavior, of which technical skills are only a part. By recognizing different routes to the same destination, assessors are better prepared to recognize initiative and innovation. Although the outcome is important to mission accomplishment, LDP gauges the impact of behavior on leader effectiveness in determining whether the task was done correctly or not.

e. Anticipate critical behavior – Cadre should prepare for every assessment by visualizing the sequence of events prior to the leadership opportunity, anticipating critical behavior, and positioning for observation. However, don't use the anticipated sequence as a mandatory checklist when assessing. If a cadet fails to "check off" a task in the sequence anticipated yet accomplishes the mission, he has not necessarily failed in his opportunity. Watch everything unfold, and then consider the impact of the cadet's actions or lack of action, focusing on leadership skills displayed by the cadet rather than placing inordinate attention on the technical skills expected.

f. Stifle competitive urges – The assessment is a measure of the cadet leader, not the assessor. Cadre are not in competition with each other. Do not use your position to inappropriately influence the outcome.

g. Be as unobtrusive as possible – Cadets will focus attention on the authority around them for responses (verbal and non-verbal) that indicate approval/disapproval of their actions; the presence of rank may inappropriately influence the opportunity. Cadre should maintain an appropriately discrete profile in order to avoid distracting the cadet leader.

h. Don't compromise tactical training when observing cadets – When positioning for observations, evaluators must ensure they do not telegraph their intent to the cadet being evaluated. Particularly when attending tactical training, a carelessness cadre member can give away the location of a tactical training activity (objective, ambush, obstacle, etc.) by casually standing around. The very presence of cadre in a tactical lane may alert cadets that something is up, leading to an artificial advantage. Ensure your own camouflage discipline is appropriate to the situation to preserve candid observations.

i. Look for leadership in non-leadership positions – When out of leadership, some cadets feel as though they are out of the spotlight and tend to adopt a more informal posture. Candid behavior is often most informative, providing more accurate insight to their basic character. Use Spot Reports to record behavior and provide feedback. Stress to cadets that a leader is *always* a leader.

j. Enhance quality of leadership opportunities – Leadership opportunities should be designed to meet the developmental needs of each cadet. Once cadets have demonstrated proficiency at a certain level (squad leader, platoon sergeant, etc.), they should be presented with more challenging responsibilities, such as project coordinators, cadet mentors, staff assistants, training development, etc. By placing cadets into such non-traditional leadership roles, their development is maximized and traditional opportunities are made available to develop other cadets who will gain more benefit from the experience. Additionally, cadet strengths are used as a resource for the benefit of the team. As an example, if a cadet is an expert at drill and ceremony, assign that cadet the task to train weaker cadets (when they are not in leadership positions), making that special training task a formally evaluated leadership opportunity. Be innovative in challenging cadets.

k. Share assessor information – At the end of the day, discuss your observations with other cadre members. Include:

-Most significant issues observed in specific cadets – what is going on with cadet?

-Counseling results – where cadet is, what he should be doing now

-Follow-ups needed – ask for assessment help as appropriate

-Rumor, third-party comments, concerns, suspicions – get perceptions out in the open to validate or dispel as soon as possible

-Future plan of assessment – Modify task organization as necessary to gather needed information

l. Watch more; write less – Maximize observation time while reducing needless writing. When recording observed behavior, notes can be efficiently consolidated; routine behavior need not be recorded each time it occurs. After watching behavior for a reasonable period, consolidate

observation into narrative summaries, including several examples to support rating. Be concise, but include enough information to clearly indicate what was expected of the cadet at the time

m. Where attributes/competencies crossover, pick most logical – The focus is to identify desirable/undesirable behavior and reinforce or correct that behavior as appropriate. Some evaluators have a tendency to over-classify behavior as a means to ensure that as many behavior areas as possible are rated. Using leadership performance indicators in LDP, evaluators may note similarities in definitions that create overlap between attributes/competencies. When classifying behavior, consider each situation on a case-by-case basis, select the behavior area most applicable to the behavior, rate, and provide feedback.

n. Do not expect Zero Defects – The greatest concern at this level of development is not in making mistakes, but in continuing to make mistakes after being made aware of them. Make allowance for learning while doing, underwriting honest mistakes made by cadets. Cadets are seldom in a position to make devastating mistakes; allow them to learn from having made minor mistakes. Cadets or their team will often realize a mistake has been made and will correct themselves or learn as a team, reinforced by the experience. Recognize that the first mistake is a baseline from which to measure progress. Initially, progress may be measured in diminishing frequency rather than in total elimination of errors. When cadets fear failure, they may develop habits that become detrimental to the Army, such as refusal to take reasonable risks or to be the bearer of bad news. Remove the fear of failure by showing tolerance for reasonable mistakes and by placing more stock in the training value of mistakes.

o. Don't assume that a quiet leader is an ineffective leader – Differentiate between inappropriate silence and calm demeanor. A silent leader who keeps everything to himself deprives the team of the opportunity to learn and improve; a leader who remains calm in all situations often inspires the team to success. Communication styles may change from situation to situation; effective communicators tailor their styles for their audience. The evaluator's judgment must be gauged against the leader's effectiveness in disseminating information. Note the success with which information makes its way to the lowest levels. Be particularly aware of informal channels of communication that function transparently but effectively. The evaluator must not only determine what is appropriate, but also be prepared to point out the more appropriate style during the counseling session.

p. Intuitive Nature of Leadership – Identification of leadership is largely subjective and intuitive. Often, people gravitate to a leader without really being able to identify the specific traits to which they are attracted. This is not always a good thing; history is replete with examples of charismatic leaders who are able to sway their followers into performing illegal or immoral actions. Military leaders are expected to exhibit the highest standards of character and the standards of ethics and morals are higher for the military than for their civilian counterparts, often carrying consequences beyond those of civil law. Think of the finest commanders you have ever worked with, and then ask yourself "What about them caused you to accept them as your leaders?" Often, your choice of inspirational leader is an easy one...one or two aspects of that leader's personality really jump out and are easily recognized. It's more difficult to classify the specifics of behavior. It's not uncommon to learn on reflection that even the best leaders have some shortcomings, once the details of their behavior are closely scrutinized. However, the overall impact of the leader is generally simple to derive.

q. Maturity and Development – Until a cadet fully matures, true potential remains unknown. Due to the age of the typical college student, cadets are often commissioned before they are physically and emotionally mature. While the immature cadet's potential is inferred and predicted by gauging current performance, many cadets will show unexpected growth long after they leave the program. While the rate of physical maturity cannot be controlled, emotional maturity may be largely influenced by events initiated by cadre. By providing the cadet with appropriate experiences, cadre accelerate the learning process and influence decisions made by the cadet in the future. The rate at which a person matures is not predictable, and can vary widely from person to person. Character development occurs in stages and is a lifelong process. As cadets continue through life they will be expected to assume greater responsibility and commensurate higher standards of performance. Predictions of potential are often more accurate for older cadets or those who already have significant life experience. Cadets are expected to show continued growth, but it is not reasonable to expect them to achieve overall perfection during their tenure in ROTC. Much more development will take place in the next several years, impacted significantly by the many changes that will take place in their lives; physical and emotional maturation, changes in family situations, transition from academic to career responsibilities, etc. Significant emotional events often create rapid, permanent changes in realization and understanding. While each of these changes

and the effects they may have on the cadet's life are difficult to predict, the cadet's core values can be helpful in approximating how the cadet will react to such situations in his life. As these changes take place over time, youthful indiscretions are expected to give way to maturity and experience. The greater the difference between a person's current level of behavior and his potential, the more rapid and noticeable developmental progress will be. At the outset of development, many results are very nearly instantaneous. However, as development progresses, incremental improvements become smaller and smaller. Development changes over time from training to fine tuning as the cadet's skills improve (diminishing returns).

r. Know the Cadet – Familiarity with the cadet's personal history is essential in order to make full use of each leadership opportunity. In the LDAC environment, evaluators on committee sites can observe only that behavior exhibited on their site, and normally are unaware of the background behind the cadet. An evaluator might overlook minor behavioral infractions at the committee site, while those same infractions might validate a concern held by the TAC about that cadet's continuing failure to show growth. It is generally difficult to accurately derive a cadet's character from a short-term observation. Rather, the TAC is best suited to monitor each cadet and gauge progress over time. Leader development is based on each individual's goals and potential. Particularly, counseling that has taken place in the past should generate some corrective action on the part of the cadet. Such corrective action is invisible to someone who is unfamiliar with the cadet.

s. Long-term Nature of Development -

Development of the leader is a training process that incorporates assessment, retraining and reassessment. This process, by definition, takes place over a period of time, and the longer that period the more thorough the development. Long-term assessments enable multiple observations and therefore multiple training opportunities, reinforce positive behavior, encourage habitual use of skills, and increase likelihood of observing the true character of the cadet. On the extreme scale, some cadets are adept at masking their character when given time to plan or when assessed in a finite, predictable timeframe. However, if observed over a long time period, the true character of the cadet manifest itself through behavior, enabling the evaluator to establish progressive goals and reward growth. This sets the example to cadets that leadership behavior is expected to continually improve. The opportunity to observe cadet in wide variety of situations ensures assessments are not inordinately impacted by variables such as family situations, academics, finances, etc. Over time, the assessor develops a more equitable view of each cadet. Additionally, time allows maturation to take place, helps remove emotion by giving evaluator and cadet time to reflect and personality conflicts time to moderate and by allowing impressions to evolve. The trends observed over time establish patterns of development that may be critical in determining potential. There should be no perception among cadre or cadet that an assessment is "all or nothing"; each assessment is part of a larger, truly progressive assessment, enabling the primary assessor to relate issues to past performance and to assist in establishing future goals.