LEADERSHIP DEVELOPMENT PROGRAM (LDP) HANDBOOK
12 July 2002

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1. **REFERENCES**:

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

    b. Cadet Command Regulation 145-3, Pre-commissioning Training And Leadership Development

    c. FM 22-100, 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 22-100, *Army Leadership*, and standardized in campus and camp 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 levels 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. Periodically, cadet progress is determined and individual potential to lead soldiers summarized. The integrated system of structured leadership opportunities is designed to maximize potential and predict success as a 2LT. The LDP seeks to develop cadets into officers who:

        (1) **BE**:
            -Live by the Army **Values**
            -Have specific mental, physical, and emotional **Attributes**

        (2) **KNOW**:
            -Demonstrate specific conceptual, interpersonal, technical, and tactical **Skills**

(3) **DO**: Act to

-**Influence** others through communication, decisiveness, and motivation

-**Operate** units by planning, executing, and assessing progress

-**Improve** the Army by developing people, teams, and self

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 in a wide variety of situations. Additionally, 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 trained to full potential during their time in the program, the skills they receive while there allow 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 camp and campus program assesses cadet behavior using a prescribed process and common leadership dimensions/performance standards (Appendix A). Each assessor must be trained in the LDP and its applications and faithfully model LDP skills and 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) that 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 with the cadet in detail. Depending on the nature of the assessment scenario, the assessor provides formal or informal feedback. Common methods of feedback include 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 of subordinates, and are used as a training tool to emphasize key teaching points. Given sufficient time, cadets exhibiting random behavior will eventually demonstrate their abilities and potential. 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, where cadets are assigned leadership duties with specific and implied tasks, given time to plan and prepare, and allowed to execute the assigned duties in a leadership role. The use of structured opportunities enables assessors to direct variables necessary to ensure that cadets experience situations that meet 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. Camp evaluation staffs provide appropriate orientation and assessment training to cadre assigned as TAC Officers/Non-Commissioned Officers. Camp 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 camp 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 camps and on campus is linked to evaluation and cadet management decisions (e.g., contracting, cadet promotions, overall camp

performance, commissioning). In addition, the complete record of cadet performance/potential on-campus and at camp 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.
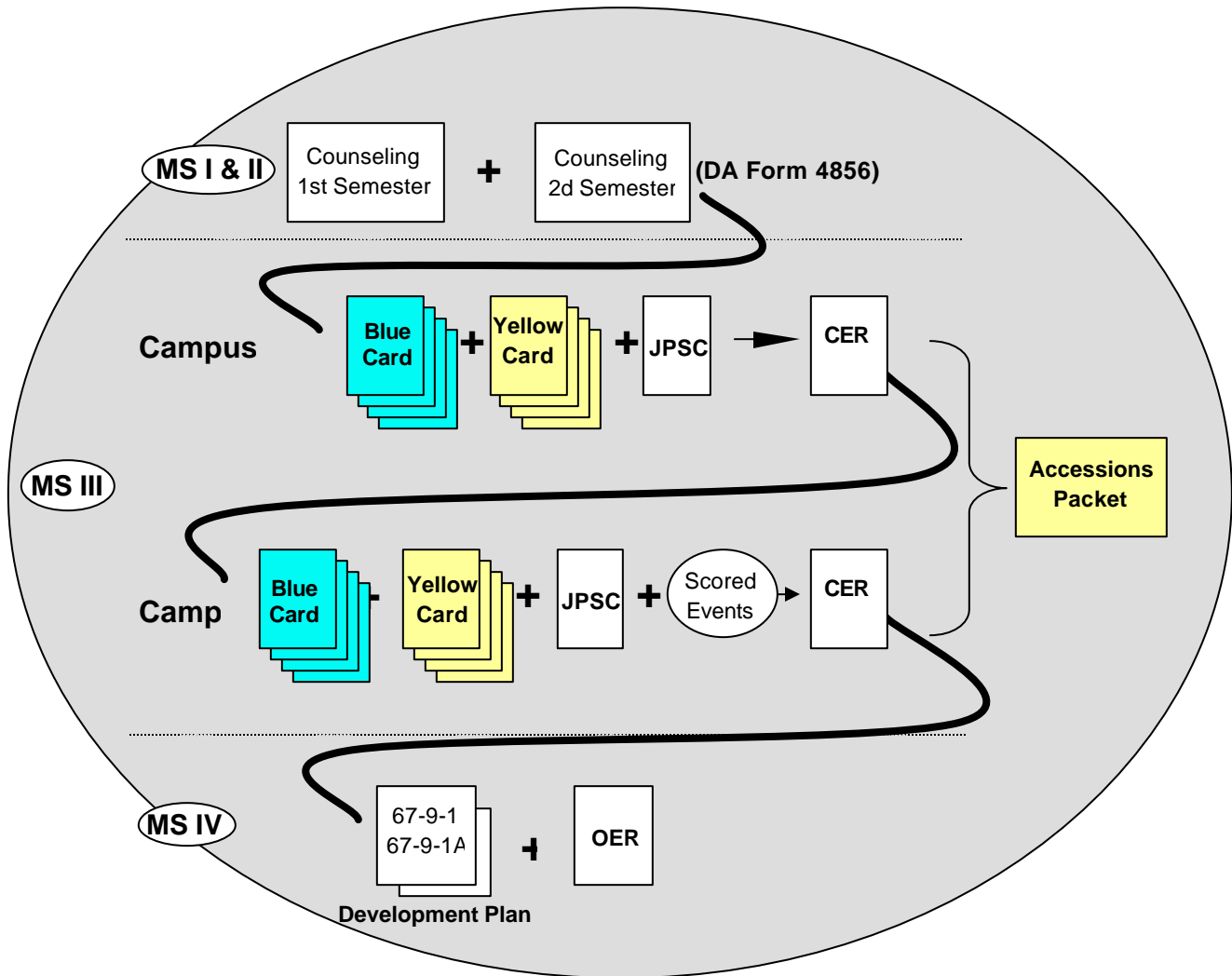
Figure 1

LDP Model

(1) **MS I and MS II Years**. The PMS ensures all MS I and MS II cadets each semester receive developmental counseling from either an upper class cadet or a member of the battalion cadre. While the PMS may adjust this scheme to fit school circumstances, battalion cadre control the quality of all counseling, both in form and content. 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. It is in this year, as the cadet prepares for and attends the National Advanced Leadership Camp (NALC), that performance and potential data becomes a part of the permanent evaluation and cadet accessions record. In both instances the cadet serves in a series of leadership positions where performance is assessed by cadre, cadet self-assessment, and trends in behavior evaluated over time. The PMS maintains a record of cadet performance during the MS III or MS IV year (whichever immediately precedes camp attendance) and this data reflected on the Cadet Evaluation Report (CER). Likewise, at NALC, the JPSC and all scored events data is used by the Platoon TAC in developing the CER for each cadet in the platoon. Following NALC, battalion cadre use feedback obtained to determine developmental requirements for the MSIV year.

(3) **MS IV Year**. As they prepare for entry into Army service, MS IV cadets, with help from battalion cadre, prepare an Officer Development Support Form and a Junior Officer Development Support Form, IAW AR 623-105. The PMS counsels cadets based on their 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, and Appendix C, Cadet Evaluation Report. The use of these forms is directed and standardized in all Cadet Command training IAW this publication.

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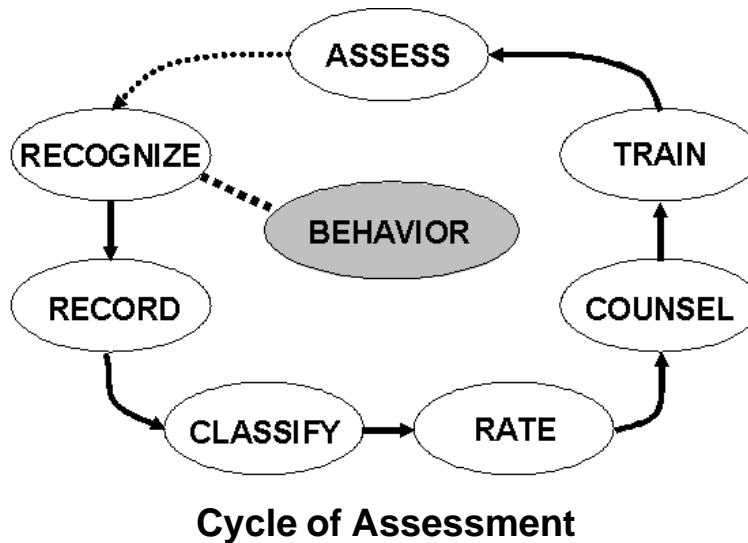
Cycle of Assessment

Figure 2

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 conveniently be 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 may provide little insight to the individual's leader effectiveness; in order to gain critical information, the observation period may be unacceptably extended. In order to maximize training value, individuals are often placed in structured *leadership opportunities* which are designed to elicit certain 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 through review of results (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) or through information provided by other assessors. 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. 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 once the leadership opportunity is over. By observing the cadet under a variety of unfamiliar situations, where problem-solving skills are challenged and where character is often displayed in candid, unguarded moments of spontaneous behavior, development is maximized. 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 true character by 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, 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 time 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. 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. The assessor must accurately reflect the context and nature of the behavior when

recording behavior for use by a third party (cadre with an interest in the leader's performance but not present at the observation, e.g., PMS).

(4) **Note-taking tips**:

A. Notes are tools used to recreate the 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.

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.

F. Note-taking is a counseling aid, allowing assessors to accurately reference specific examples of behavior to support summary ratings and illustrate performance counseling. Every note taken should have a purpose.

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, first by *Area*, then by *Dimension*. In FM 22-100, the critical elements of leader behavior are generally categorized into 6 leadership *areas: Values*, *Attributes*, *Skills*, and the *Influencing*,

Operating and *Improving* Actions. Each area highlights separate and distinct aspects of behavior that impact leader effectiveness. Within each area, behavior is further broken down into leadership *dimensions.* In the LDP model, leadership is comprised of 23 individual dimensions (Figure 3), any (but not necessarily all) of which may be displayed at any given time. Over time, cadets exhibit some degree of proficiency (positive or negative) in all dimensions. In the assessment process, behavior in each observed dimension is quantified using a proprietary set of standards of performance, or Leadership Performance Indicators, and is discussed further in paragraph 5d, Rating Behavior.

LEADERSHIP AREAS / DIMENSIONS

VALUES
Loyalty
Duty
Respect
Selfless Service
Honor
Integrity
Personal Courage

ATTRIBUTES
Mental
Physical
Emotional

SKILLS
Conceptual
Interpersonal
Technical
Tactical

ACTIONS

INFLUENCING	OPERATING	IMPROVING
Communicating	Planning	Developing
Decision Making	Executing	Building
Motivating	Assessing	Learning
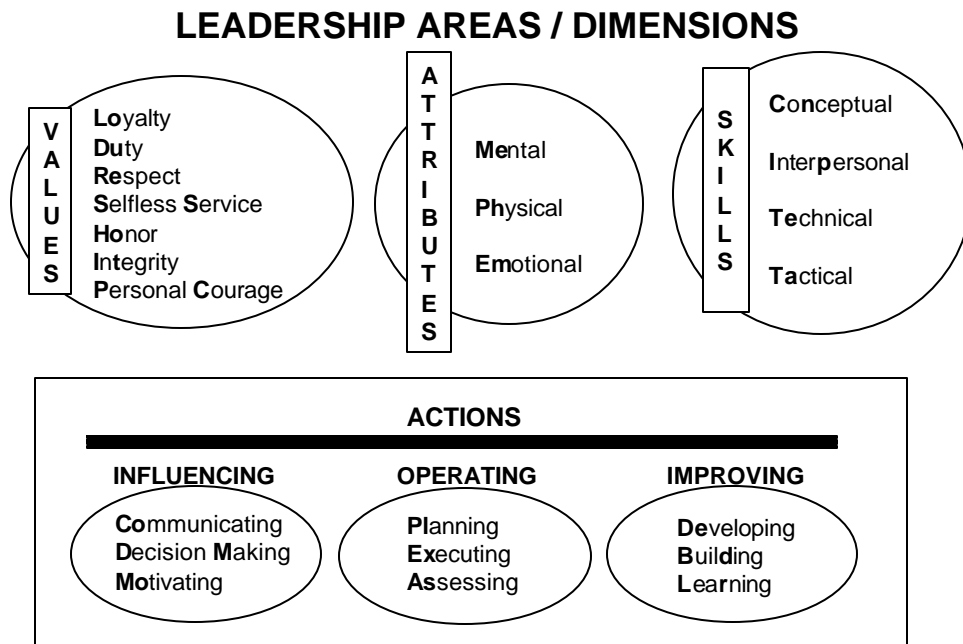
Figure 3

Leadership Areas and Dimensions

Although a short observation of behavior is unlikely to reflect all 23 dimensions, any dimension or combinations of dimensions may be demonstrated at any given time. With additional opportunities over time, the trained assessor makes multiple observations of each dimension, enabling an accurate assessment of the individual's capabilities and limitations. The LDP uses Leadership Performance Indicators (Appendix A) to aid in classifying behavior by providing illustrative examples of the types of behavior that typically constitute each dimension. 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 Area and Dimension to further assist in initial orientation. Where additional guidance is necessary, detailed definitions of leadership areas and dimensions are contained in FM 22-100.

(1) **Army VALUES** (p. 2-1, FM 22-100) – 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.

(2) **ATTRIBUTES** (p. 2-10, FM 22-100) – Attributes are the physical and mental aspects of the individual that measure leader effectiveness. Since they often form the basis of the first impression, the leader's initial effectiveness is particularly affected by Attributes. Unlike Values (which gain credence through consistency), the impact of individual Attributes on leader effectiveness may vary from one situation to the next. The leader is expected to demonstrate appropriate Attributes as the situation dictates and, over time, demonstrate strength in each.

A. **MENTAL** (ME) – Intellectual capacity and stamina; possessing will, self-discipline, initiative, judgment, and self-confidence. The leader demonstrates strength of mind and the ability to make decisions, even under conditions that strain personal limits.

B. **PHYSICAL** (PH) – Projecting the appearance of strength, health, and ability to excel in demanding situations. The leader conveys a professional image of power through military bearing, even under adverse conditions.

C. **EMOTIONAL** (EM) – Demonstrating balance, stability, and self-control; maintaining a positive outlook under duress. The leader maintains control through a sense of calm.

(3) **SKILLS** (p. 4-2, FM 22-100) – Ability to use knowledge effectively in execution or performance. Skills are acquired and reinforced through training. The leader applies basic skills appropriate to the situation to accomplish more complex tasks.

A. **CONCEPTUAL** (CN) – Ability to handle ideas, thoughts, and concepts using creative thinking, as well as critical and ethical reasoning in a timely manner. Conceptual skills use both inductive and deductive reasoning as well as academic and experiential knowledge to assess the proper course of action. The leader uses innate intellect (Attribute) to mentally carry out processes to their logical end and predict outcomes, to weigh various courses of action, create solutions and to make decisions.

B. **INTERPERSONAL** (IP) – Using skill with people to ensure information is completely conveyed; interpersonal skills demonstrate the ability to gauge the audience, ensure two-way communication, and emphasize key points. Leaders use their interpersonal skills to present information, determine whether information was fully understood, supervise tasks in a manner which encourages subordinates, and provide constructive feedback.

C. **TECHNICAL** (TE) – Skill with things; equipment, weapons, systems, procedures. Leaders demonstrate technical skills on an individual level through task accomplishment, and on the collective level in the role of trainer.

D. **TACTICAL** (TA) – Art and science of employing resources to win battles. Tactical skills employ the other skills in a coordinated effort in a combat or combat training environment.

(4) **ACTIONS**: Doing the things that need to be done to accomplish the mission. The actions of the leader are generally categorized into three areas: Influencing Actions, Operating Actions, and Improving Actions.

A. **INFLUENCING ACTIONS** – Using leadership action to move the team toward current or future goals. The manner in which the leader acts results in subordinate reaction, positively or negatively; the effective leader is aware of this relationship and uses it as a tool to positively impact team dynamics.

1. **COMMUNICATING** (CO) – Keeping immediate superiors and subordinates informed, ensuring information is complete, accurate, and timely. The effective leader uses communication tools to improve information flow and ensure the commander's intent is understood at all levels.

2. **DECISION MAKING** (DM) – *Demonstrating* conviction and resolve in making tough decisions; the confidence and resolve displayed by the leader affect the pace at which subordinates respond. In fast-paced situations where even momentary hesitation can lose valuable momentum, the effective leader must be able to make sound judgments (MENTAL) and stand by them in a manner reflecting commitment (DECISION MAKING).

3. **MOTIVATING** (MO) – Giving subordinates the will to accomplish the mission. The leader recognizes critical factors which negatively impact team dynamics and devises methods to overcome those factors. Motivating subordinates can redirect the team to the task at hand, or may be devised to prepare them for future operations.

B. **OPERATING ACTIONS** – Actions that directly impact ongoing operations, Operating Actions are used by the leader to prepare the plan, execute the plan, supervise and make necessary adjustments to ensure task completion.

1. **PLANNING/PREPARING** (PL) – Generally, creating a formal proposal for executing a command decision and preparing the unit through training and rehearsal. The planning process thoroughly analyzes the situation, fully develops courses of action and identifies likely contingencies, allocates resources, and affects coordinating instructions. The leader effectively utilizes the time available to organize the plan and prepare the unit for the mission.

2. **EXECUTING** (EX) – Implementing the plan to accomplish the mission; maintaining mission-focus, moving to achieve goals to standard and on time. The effective leader balances mission and people, remains adaptive, and takes initiative to make appropriate corrections to ensure success.

3. **ASSESSING** (AS) – In supervising tasks, seeking ways to improve efficiency or maintain unit momentum. Analyzing ongoing operations ensures intent is being followed, standards of performance are enforced, and critical timelines/tasks met. The effective leader recognizes when appropriate corrections need to be made in order to achieve goals, for the team as well as individuals.

C. **IMPROVING ACTIONS** – Actions taken by the leader to incorporate lessons learned and develop self/individuals/teams for future operations. The effective leader takes observations of performance and organizes training to improve efficiency. Training skills are essential to the leader's effectiveness.

1. **DEVELOPING** (DE) – Working with individuals to increase their development; investing the time and energy to help them reach their fullest potential.

2. **BUILDING** (BD) – Team-building; maximizing effectiveness of the unit by building collective competence. The leader is responsible for extracting the maximum efficiency from the team by matching strengths opposite liabilities and structuring roles accordingly.

3. **LEARNING** (LR) – Self-improvement demonstrated through individual effort and application of lessons learned to future operations. While Learning may be noted in short-term observations, the leader's successful application of lessons learned from previous opportunities is also a critical indicator of leadership behavior.

In classifying behavior, the assessor considers the actions observed and determines the most critical aspects of the behavior. To facilitate reducing complex behavior to its most basic elements, actions are broken down into the most appropriate leadership dimensions.

From the previous example action statement, the assessor notes the critical behavior as:

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. (**CO, AS, EX, DE**)

The assessor in the example determined through analysis that the most critical components of the observed actions were the cadet's ability to convey instructions (**CO**MMUNICATING), the act of monitoring ongoing operations to ensure standards were met (**AS**SESSING), the corrective action taken based on the problem identified (**EX**ECUTING), and the cadet's ability to turn the experience into a learning opportunity for the team leader (**DE**VELOPING). Depending on the circumstances surrounding the action, assessors might also note the rapid solution generated by the leader (**CON**CEPTUAL), the skill in which the weapons were emplaced by the cadet leader (**T A**CTICAL), the skill in which the leader managed a potentially delicate situation with the team leader (**IN**TERPERSONAL), or several other aspects of leadership performance deemed important to the cadet's development. The determination relies on the assessor's observation skills, perspective, and knowledge of the cadet's stage of development.

    d. **R ATING 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 *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) **Summary Rating Process**: At the conclusion of each observation, the assessor considers all observed dimensional behavior. The *Summary* rating uses standards of performance known as Leadership Performance Indicators to determine the proficiency demonstrated in each observed leadership dimensions. 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 dimension classified (those observed one or more times). Any behavior not rising to the minimum requirements of Satisfactory performance is considered Needs Improvement. Assessors must recognize the relative impact of individual acts of leader behavior on the leader's overall effectiveness during the rating period, and to 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 everything positive done 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 to more accurately reflect 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 dimension 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 156-4, 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 dimension

B. Overall Rating for the leadership opportunity

C. Summary narrative that encapsulates the overall performance of the leader

D. Summary of key counseling points and corrective actions

E. Administrative information

F. Cadet signature indicating counseling is correctly reflected on report

(2) As a **Spot Report**, the Blue Card is used to note significant leadership behavior demonstrated when the cadet is not in a leadership opportunity. Spot Reports are generally narrowly focused on significant positive or negative behavior, and often provide candid insight into unguarded behavior on the part of the cadet, reflecting information that is 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 to other cadre. In the case of a Spot Report being generated by an observer who

does not have an opportunity to counsel the cadet, the 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 dimension

        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. If counseling conducted, Cadet Signature

LEADERSHIP ASSESSMENT REPORT

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

PART I – 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 II and III. Use Continuation Card if necessary.

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's 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 inclement weather.

Cadet Taylor continues to show improvement in dealing with subordinates. Good job of working with the 2d Plt Sgt on PCIs.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II) **Not required for Spot Report.**

SUSTAIN: CN - Rapidly solves critical issues
DM - Demonstrated resolve energizes subordinates into action
AS – Constantly seeks ways to improve ongoing operations

IMPROVE:
IP – Need to demonstrate greater patience when dealing with subordinates. You tend to show frustration with what you consider "dumb" questions

RATED CADET NAME Taylor, Brian	UNIT 3A1	DUTY POSITION **(Location if Spot Report)** 1SG	DATE 5 Jun 02
RATED CADET SIGNATURE	ASSESSOR NAME / INITIALS Jeffrey L. Jacobs **JLJ**		CADRE [X] CADET [ ]

CDT CMD FORM 156-4A-R FEB 02 REPLACES CDT CMD FORM 156-4-R OCT 98   *NOTE: Signature indicates that counseling was administered as reflected in Part 1b above, and is not intended to imply agreement with ratings.*

Figure 5
SAMPLE LEADERSHIP ASSESSMENT REPORT (Front)

A – 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 (MSIII Advisor, Plt TAC, PMS)
•Other significant observations as appropriate (observed growth since last opportunity, level of difficulty of position, physical factors affecting position, etc.)

B – COUNSELING – Comment on at least one (1) "SUSTAIN" (most significant strength) and one (1) "IMPROVE" (most significant weakness) dimension as rated in Part II. "IMPROVE" comments are required for each dimension rated "N" in Part II. **Not required for Spot Report.**

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

D – 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.

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

F | **PART II - CHARACTER:** Disposition of the leader: combination of values, attributes, and skills affecting leader actions

a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)

	Yes	No			Yes	No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier						
2. DUTY: Fulfills professional, legal, and moral obligations	X		**5. HONOR**: Adherence to the Army's publicly declared code of values			
3. RESPECT: Promotes dignity, consideration, fairness, & EO			**6. INTEGRITY**: Possesses high personal moral standards; honest in word and deed			
4. SELFLESS-SERVICE: Places Army priorities before self			**7. PERSONAL COURAGE**: Manifests physical and moral bravery			

b. LEADER ATTRIBUTES / SKILLS / ACTIONS:
Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

1. ATTRIBUTES *Fundamental qualities and characteristics*	1. **MENTAL** Possesses desire, will, initiative and discipline	E S N	2. **PHYSICAL** Maintains appropriate level of physical fitness and military bearing	**X** S N	3. **EMOTIONAL** Displays self-control; calm under pressure	E S N
2. SKILLS *Skill development is part of self-development; prerequisite to action*	1. **CONCEPTUAL** Demonstrates sound judgment, critical/creative thinking, moral reasoning	**X** S N	2. **INTERPERSONAL** Shows skill with people; coaching, teaching, counseling, motivating and empowering	E **X** N	3. **TECHNICAL** Possesses the necessary expertise to accomplish all tasks and functions	**X** S N
	4. **TACTICAL** Demonstrates proficiency in required professional knowledge, judgment, and warfighting					E S N

3. ACTIONS *Major activities leaders perform; influencing, operating and improving*

INFLUENCING *Method of reaching goals while operating/improving*	1. **COMMUNICATING** Displays good oral, written, and listening skills for individual / groups	E **X** N	2. **DECISION-MAKING** Employs sound judgment, logical reasoning, and uses resources wisely	**X** S N	3. **MOTIVATING** Inspires, motivates, and guides others toward mission accomplishment	E S N
OPERATING *Short-term mission accomplishment*	1. **PLANNING** Develops detailed, executable plans that are feasible, acceptable, and suitable	E S N	2. **EXECUTING** Shows tactical proficiency, meets mission standards, and takes care of people / resources	E **X** N	3. **ASSESSING** Uses after-action and evaluation tools to facilitate consistent improvement	**X** S N
IMPROVING *Long-term improvement in the Army, its people, and organizations*	1. **DEVELOPING** Invests adequate time and effort to develop individual subordinates as leaders	E **X** N	2. **BUILDING** Spends time and resources improving teams, groups, and units; fosters ethical climate	E S N	3. **LEARNING** Seeks self-improvement and organizational growth; envisioning, adapting and leading	E **X** N

PART III - OVERALL NET ASSESSMENT (Circle one)   (E)   S   N

G

Figure 6
SAMPLE LEADERSHIP ASSESSMENT REPORT (Reverse)

F – SUMMARY RATINGS – Summary rating in each leadership dimension observed during the rated period. Possible ratings for observed dimensions of Values are "Yes" or "No"; for all other dimensions, "E", "S", or "N". Standards of performance are reflected in the Leadership Performance Indicators (Salmon Cards).

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

LEADERSHIP ASSESSMENT REPORT

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

PART I – RECORD OF OBSERVATIONS AND COUNSELING   Check here if **SPOT REPORT** [X]   (D)

a. SUMMARY OF OBSERVATION: Summarize most significant observed leadership behaviors. Use sufficient detail to support summary ra tings in Parts II and III. Use Continuation Card if necessary.

Cadet Taylor 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.

b. COUNSELING: Comment on at least 1 "SUSTAIN" and 1 "IMPROVE" dimension as identified in Part II. ("IMPROVE" comments are required for each "N" entry in Part II)   **Not required for Spot Report.**

SUSTAIN:

(A)

IMPROVE:

RATED CADET NAME		UNIT	DUTY POSITION (Location if Spot Report) (C)	DATE
Taylor, Brian		3A1	**Confidence Training Site**	15 Jun 02
RATED CADET SIGNATURE (B)		ASSESSOR NAME / INITIALS Bensley Schwartz, CPT, IN BES	CADRE [X] CADET [ ]

CDT CMD FORM 156-4A-R FEB 02 REPLACES CDT CMD FORM 156-4-R OCT 98   NOTE: Signature indicates that counseling was administered as re flected in Part 1b above, and is not intended to imply agreement with ratings.

Figure 7
SAMPLE SPOT REPORT (Front)

A - Counseling is generally not conducted at the time a Spot Report is generated, therefore the counseling portion of Part Ib is not required. If counseling conducted later, use same procedures as the Leadership Assessment Report

B - Cadet Signature not required for Spot Report unless counseling is conducted.

C - For Spot Report, enter Location in Duty Position block.

D - Indicate Spot Report in box provided

PART II - CHARACTER: Disposition of the leader: combination of values, attributes, and skills affecting leader actions		

a. ARMY VALUES (Comments mandatory for all "NO" entries. Use Part I.)

	Yes No		Yes No
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and the soldier			
2. DUTY: Fulfills professional, legal, and moral obligations		**5. HONOR**: Adherence to the Army's publicly declared code of values	
3. RESPECT: Promotes dignity, consideration, fairness, & EO		**6. INTEGRITY**: Possesses high personal moral standards; honest in word and deed	
4. SELFLESS-SERVICE: Places Army priorities before self		**7. PERSONAL COURAGE**: Manifests physical and moral bravery	

b. LEADER ATTRIBUTES / SKILLS / ACTIONS:
Mark "E", "S", or "N" for each observed dimension. IMPROVE comments in Part II are mandatory when rating of "N" is indicated.

1. ATTRIBUTES *Fundamental qualities and characteristics*	1. MENTAL [X] S N Possesses desire, will, initiative and discipline	2. PHYSICAL [X] S N Maintains appropriate level of physical fitness and military bearing	3. EMOTIONAL E S N Displays self-control; calm under pressure
2. SKILLS *Skill development is part of self-development; prerequisite to action*	1. CONCEPTUAL [X] S N Demonstrates sound judgment, critical/creative thinking, moral reasoning	2. INTERPERSONAL E S N Shows skill with people; coaching, teaching, counseling, motivating and empowering	3. TECHNICAL [X] S N Possesses the necessary expertise to accomplish all tasks and functions
	4. TACTICAL Demonstrates proficiency in required professional knowledge, judgment, and warfighting E S N		

3. ACTIONS Major activities leaders perform; influencing, operating and improving			
INFLUENCING *Method of reaching goals while operating/improving*	1. COMMUNICATING E S N Displays good oral, written, and listening skills for individual / groups	2. DECISION-MAKING [X] S N Employs sound judgment, logical reasoning, and uses resources wisely	3. MOTIVATING E S N Inspires, motivates, and guides others toward mission accomplishment
OPERATING *Short-term mission accomplishment*	1. PLANNING E S N Develops detailed, executable plans that are feasible, acceptable, and suitable	2. EXECUTING E S N Shows tactical proficiency, meets mission standards, and takes care of people / resources	3. ASSESSING [X] S N Uses after-action and evaluation tools to facilitate consistent improvement
IMPROVING *Long-term improvement in the Army, its people, and organizations*	1. DEVELOPING E S N Invests adequate time and effort to develop individual subordinates as leaders	2. BUILDING E S N Spends time and resources improving teams, groups, and units; fosters ethical climate	3. LEARNING E S N Seeks self-improvement and organizational growth; envisioning, adapting and leading

PART III - OVERALL NET ASSESSMENT (Circle one)	(E) S N

Figure 8
SAMPLE SPOT REPORT (Reverse)

-Same as regular Blue Card, although normally contains fewer dimensional ratings derived from shorter observation period.

-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).

-Should be turned in to primary advisor (MSIII advisor/Plt TAC) within 24 hours of observation.

f. CADET **SELF-ASSESSMENT** – A key source of information in leader assessment is the leader's own perspective of his or her performance. The assessor considers the leader's self-assessment prior to determining final ratings. Following structured leadership opportunities, leaders are given a specified amount of time to complete and turn in Cadet Command Form 156-2-R (Cadet Self-Assessment Card). Leaders present what they consider key aspects of their performance. Leaders may use this opportunity to present details that explain significant behavior as well as highlight initiatives or other behavior. Leaders should refrain from recording a chronological list of the day's activities, focusing their effort instead on the most relevant behaviors. 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		ROTC Cdt Cmd Reg 145-3 REQUIREMENTS CONTROL SYMBOL ATCC-122		
Cadet Bennett, Greg	Unit 3A3	Duty Position Plt Sgt	Length (Hours) 24	Date 23-24 Jun

SUMMARY OF PERFORMANCE .   Card __1_ of _3__

Platoon Sergeant in garrison environment conducting field preparation

Brief FRAGO to Sqd Ldrs

1600 Contacted 3 SLs and notified them of FRAGO place and time

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. 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 the order of chow to allow 3rd SL more time to finish weapons cleaning. Released SLs.

Got all information out to SLs and ensured all squads were supervised

Conduct Field Preparation

1845 checked progress of all squads. Moved 2d squad indoors out of the rain.

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.

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

(continued)

CDT CMD Form 156 -2-R Dec 95

Figure 9

Sample Cadet Self Assessment Report (Front)

My Strongest Dimensions: (list 1, 2 or 3)	Assessing – Kept track on what was going on Developing – Gave guidance to acting squad leader Executing – Everyone was ready to go to STX
Dimensions I Need to Improve: (list 1, 2 or 3)	Interpersonal – Lost my patience with acting SL

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

Cadet Summary of Counseling

My Strong Dimensions (As Noted by Evaluator): (list)

Dimensions to Improve (As Noted by Evaluator): (list)   SAMPLE

Actions I Plan to Take: (sentences or bullets)

....

....

....

....

Cadet's Signature	Date

CC Form 156-2-R (Reverse Side) Jun 97

Figure 10

Sample Cadet Self Assessment Report (Reverse) – Prior to Counseling

g. **PERFORMANCE FEEDBACK –** Performance feedback is the process by which the assessor reinforces key teaching points to the cadet(s) based on analysis of observed behavior. 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 to cadets as a team about the team performance and reinforces key teaching points. 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. Cadre use AARs on campus and train cadets to conduct them. In general, cadre and cadets conduct AARs as a part of all training events on campus and at camps. ***An AAR is not a critique***. The facilitator does not simply recount his/her own assessment of the things the team did well

or did poorly; instead, cadets who participated in the training event are the active participants in the process. Each participant is a source of feedback information from which to draw key lessons. The facilitator asks brief, open-ended questions to draw out this information. The facilitator plans and leads the AAR to 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. The AAR facilitator is normally the Leadership Development Program (LDP) assessor for the cadet leader. The assessor must observe the cadet leader. This process is an active one, with an emphasis on monitoring the actions that 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 observe the actions and outcomes of the exercise.

      C. Maintain a written record of what happens. A sequential record of actions 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 re-state 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.

A sample AAR is located in Appendix E, After Action Review.

(2) **Developmental Counseling** (Appendix C, FM 22-100)

A. Before the beginning of the campus academic year and at the start of camp, conduct a "leadership clinic" for cadets. Explain and post on the bulletin board the 23 leadership dimensions and the rating system. Post sample LDP forms for cadets to follow. Explain how these forms are related and how they will be used. Make sure you post a copy of Cadet Leadership Position responsibilities on the bulletin board to ensure that cadets understand their responsibilities while in leadership positions. Give those cadets in leadership positions a list of tasks to be accomplished by the end of a training event; then evaluate them on their ability to plan, organize, control, delegate, etc. Cadets can only learn how to lead if they get a chance to practically apply their leadership skills and knowledge. Make sure they get that chance by developing a sound Training and Evaluation Plan.

B. Some cadets will have habits and mannerisms that irritate you. These may likewise affect their leadership performance in dealing with and influencing their peers. Tell the cadet early on and let him/her know exactly what you dislike and what you expect. It will not do any good to wait to tell them.

C. 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.

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

E. All leaders should seek to develop and improve their counseling skills. These skills, acquired through study and through the 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*. One important aspect is concentrating on what the cadet is saying. Another is letting the cadet know the counselor is concentrating, hearing, and understanding what is said or is otherwise "getting the message." The counselor should refrain from talking too much. Let the cadet do much 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 "see" the feelings; but they must be watched. 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*. This is key to the counseling process. The who, what, when, where, and how questions fit most counseling situations. When used properly, well-thought-out questions can actively involve cadets in solving their own problems. But a leader who asks a constant stream of questions is saying, "I'll tell you what to do." 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*. This pulls together all the information that a cadet has given. It is also a way for the counselor to check his understanding of what the cadet has said. 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*. This is similar to summarizing except that the counselor gives the cadet a new frame of reference. Its purpose is to develop a total picture so the cadet can view the problem differently. The counselor may suggest 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.

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 camps. Following each assessment, all rated dimensions and the overall rating are recorded on two JPSCs; the Cadet-Focused JPSC (CC Form 156-18A, Figure 11) and the Assessor-Focused JPSC (CC Form 156-18B).

        (1) A separate JPSC is maintained for each cadet during the school year immediately preceding attendance at NALC, 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) A separate JPSC is used to record assessments made of all cadets by each individual assessor. The Assessor-Focused JPSC is used to identify rating trends of individual assessors as well as help identify dimensional "blind spots", dimensions 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, RECONDO).

            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 Values are rated on the Blue Card, they are recorded in the Values column (S or N) using two-letter abbreviations of each dimension noted.

                - **Leadership Dimensions** – Record the E/S/N Summary Rating of each observed dimension from Part II of the Blue Card.

- **Overall Rating** – Record the Overall Rating of the leadership opportunity from Part III 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 dimensions. 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 dimensions. Corrective action may include structuring future leadership opportunities to ensure those behaviors are elicited.

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

D. **Summary of Ratings by Dimension** – At the conclusion of the rating period (MS III year, Camp), the primary assessor will make a summary rating of cadet performance in each dimension 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 level of performance is often a matter of consistency. When insufficient assessment exists in a particular dimension (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 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 dimension from an earlier assessment does not preclude the assessor from making a summary rating of Excellent. 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.   SSN: 123-45-6789
School: Moore Science Tech   Unit: 12/A/3

Date	Position	Assessor	As Obsvd	ME	PH	EM	CN	IP	TE	TA	CO	DM	MO	PL	EX	AS	DE	BD	LR	NET
							VALUES	ATTRIBUTES		SKILLS			INFLUENCING		OPERATING			IMPROVING			
7/11	SL	LT Anders	RE-DU-		S		S	E	S		E	S	S	N	S	S	S	N		S
7/16	FLRC	LT Colliins		S		E	S	S	S	E	S	S	S		S					S
7/17	PSG	MSG Wyse			S	S	S	S	S	E	S	S	S	S	S	S	S	S	S	S
7/19	SPOT	LTC Burrus						E				E	E				E	E		
7/24	SL	CPT Taylor			S	S	S	S	S	S	E	E		S	S	S	S	S		S
7/28	SSTX1	SFC Mayes		E	E	S	E	S	S	E	S		S	E		E	S	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	E	S	S	S	S	S			E		S
8/2	SL	LT Anders			E	E	E	E	S			S	E		S	S	S	S		S	E
8/4	PSTX	SFC Smith		E	S	S	S	E	E	S	S	S		S	S	S				S
SUMMARY OF RATINGS BY DIMENSION				S	E	S	S	E	S	E	E	E	E	S	S	S	S	E	S	

APFT: PU SU	LAND NAV: WR DY	BRM:	SQUAD PEER:	RECONDO:
RUN TOTAL	NT TOTAL		_____OF_____	YES NO

ROTC CDT CMD FORM 156-18A-R

Figure 11 - 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 paragraph 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 dimensions. Blind spots may indicate inadequate assessor training in recognizing behavior. Corrective actions may include additional training for the assessor in recognizing particular dimensional behavior.

- **Over- or Under-Classification** – Reviewers should look for evidence that assessors are routinely failing to recognize dimensional behavior 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 dimensions that would reasonably be expected or presence of dimensions that would reasonably not be expected.

LEADERSHIP DEVELOPMENT PROGRAM (LDP)

LEADERSHIP PERFORMANCE INDICATORS

U.S. Army Cadet Command

_____

Examples of behavior used in this document are intended to aid the user in defining the appropriate leadership dimensions. 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

-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

Mental (ME) – *Presence of intellectual capacity*

Excellent	*Satisfactory*
Demonstrates strong will, self-discipline, initiative, confidence and intelligence →	Shows evidence of some will, initiative, confidence and intelligence
Analyzes situations; combines complex ideas into feasible courses of action →	Usually generates reasonable courses of action through analysis of situations
Demonstrates impressive common sense →	Usually or adequately shows common sense
Recognizes, readily adopts better ideas →	Shows ability to adopt better ideas
Reliably completes mentally demanding endeavors →	Usually finishes difficult or mentally demanding endeavors
Skillfully handles multiple demands →	Faced with multiple demands, handles most of them effectively
Dynamic self-starter, originates ideas and actions →	Originates some ideas or actions

Physical (PH) – *Presence of physical readiness*

Excellent	*Satisfactory*
Sets example for physical fitness, military bearing →	Meets standards for physical fitness, military bearing
Refuses to quit; reliably completes physically demanding endeavors →	Perseveres in face of adversity; completes most physically demanding endeavors
Exemplary physical and professional appearance →	Good physical and professional appearance
Proactive toward own health; recovers quickly from physically demanding event, ready for next →	Attentive to own health; seeks medical assistance when necessary; fulfills treatment directives

Emotional (EM) – *Sensible and stable under pressure*

Excellent	*Satisfactory*
Strong self-confidence and positive attitude →	Adequately shows self-confidence, positive attitude
Remains calm, under control, effective under pressure; never complains →	Tries, with some success, to be calm and effective under pressure; rarely complains
Unaffected by stress, chaos and rapid change →	Functions under stress or amid chaos and rapid change
Balances competing demands →	Successfully balances most competing demands

-Easily identified, often form the basis for first impressions

ATTRIBUTES	ME	PH	EM

Conceptual (CN) – *Skill with ideas*

Excellent	Satisfactory
Strong judgment; critical/creative thinking and reasoning ⟶	Generally shows good judgment, sound thinking and reasoning
Anticipates requirements or contingencies ⟶	Readily reacts to requirements and contingencies
Improvises within commander's intent ⟶	Readily understands and follows commanders' intent
Can analyze/synthesize ⟶	Shows some analytical and synthesizing skills
Comfortable in realm of ideas; innovative ⟶	Can function in realm of ideas

Interpersonal (IP) – *Skill with people*

Excellent	Satisfactory
Readily interacts with others; earns respect ⟶	Adequately interacts with others
Gets along well with others ⟶	Gets along with most peers
Actively contributes to problem-solving and decision making process ⟶	Contributes, when asked, to problem solving and decision making processes
Sought out by peers for expertise or counsel ⟶	Sometimes asked for counsel by peers

Technical (TE) – *Skill with equipment and procedures*

Excellent	Satisfactory
Thorough knowledge of task accomplishment standards ⟶	Working knowledge of standards for task performance
Masters duty tasks ⟶	Strives for mastery of duty performance
Strong grasp of basic tactics, techniques, procedures ⟶	Understands basic tactics, techniques, procedures
Skilled in preparation of operations orders ⟶	Prepares adequate operations orders
Expert in basic soldier skills ⟶	Competent in basic soldier skills

Tactical (TA) – *Applied skills in the tactical environment*

Excellent	Satisfactory
Readily applies skills to train for or to fight and win wars ⟶	Has basic skills to train for or to fight and win wars

-Junior Level; reflect expectations of cadets prior to commissioning

SKILLS	CN	IP	TE	TA

COMMUNICATING (CO) – *Ensuring complete dissemination of critical information*

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 interest, 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
Wins the audience over ⟶	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
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

INFLUENCING ACTIONS   CO

DECISION MAKING (DM) – Demonstrating resolve and conviction

Excellent	*Satisfactory*
Drives events through smart, timely decisions; ⟶	Makes decisions; keeps pace with events
Thoroughly assesses situation; acts on key ⟶ issues and likely contingencies/consequences	Adequately assesses situation; sorts out important aspects and decides accordingly
Makes the "hard, right decision" rather than the ⟶ "easy wrong"	Usually puts being right ahead of being popular or easy
Balances firm resolve and flexibility – recognizes ⟶ a better idea and incorporates into own decision	Attempts to balance resolve and flexibility; not afraid of better ideas from other sources
Recovers quickly after learning a decision was incorrect. ⟶	Pauses, but remains decisive after learning a decision was incorrect
Quickly recognizes need and decides/acts in the ⟶ absence of guidance.	Eventually recognizes need to decide/act in the absence of guidance and does so
Thoroughly considers probable impacts and ⟶ consequences of own decisions	Adequately considers probable impacts and consequences of own decisions

-Influencing the pace of the operation by demonstrating judgment
-Instilling confidence in subordinates through conviction
-Visibly clarifying intent and emphasizing priorities of work

INFLUENCING ACTIONS   DM

MOTIVATING (MO) – Actively seeking ways to inspire better performance

Excellent	*Satisfactory*
Clearly and positively articulates expectations ——————▶	Adequately defines requirements and guidance
Inspires action by appropriately rewarding 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

-Gauging climate of unit and using tools to improve unit response
-Generating enthusiasm and energy in others
-Short- or long-range impact

INFLUENCING ACTIONS   **MO**

PLANNING (PL) – Deliberate process of preparation for future missions

Excellent	*Satisfactory*
Thoroughly addresses commander's intent while establishing clear course of action for own unit →	Adequately abides by commander's intent and adapts plan from higher headquarters to own unit
Plans well focused on desired outcomes; uses "reverse" or "battle sequence" planning techniques to advantage →	Plans are generally based on desired outcomes
Balances competing demands with priorities and resource allocations; thoroughly addresses likely contingencies →	Attempts to balance competing demands with priorities and resource allocations; has some flexibility
Logical, appropriately simple, readily understood plan that clearly would accomplish mission →	Logical, appropriately simple, readily understood plan that would likely accomplish the mission
Incorporates easily understood controls (e.g., time-phasing); provides clear "trigger points" or culmination points →	Incorporates adequate controls such as time-phasing; others generally understand when actions should begin or end
Carefully adheres to "1/3-2/3 Rule" and includes realistic periods for preparation and rehearsal →	Reasonably adheres to "1/3-2/3 Rule" and makes some plan for preparation and rehearsal
Delegates skillfully and appropriately; uses resources efficiently →	Delegates adequately; sufficiently allocates resources
Sets smart priorities and suspenses →	Sets adequate priorities or suspenses
Makes smart use of METT-T, OCOKA and SOPs →	Considers METT-T, OCOKA and SOPs

OPERATING ACTIONS   PL

EXECUTING (EX) – Supervising the operational phase of mission

Excellent	*Satisfactory*
Thoroughly completes assigned tasks to meet standard within commander's intent, while caring for people and resources	Generally completes tasks to standard and within commander's intent, while adequately caring for people and resources
Exceeds some standards	Generally meets minimum standards
Makes smart use of available time for preparations, checks and rehearsals	Makes some use of available time for preparation, checks and rehearsals
Maintains thorough accountability of people and equipment; always clear who is supposed to do what	Generally shows good accountability of people and equipment; keeps adequate track of 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	Generally establishes and uses procedures for monitoring, coordinating and regulating subordinates' actions; helps things happen
Overcomes obstacles and difficulties; encourages initiative; thrives in fluid environment	Adequately copes with obstacles or difficulties; shows some initiative and resilience; handles fluid environment
Ensures substandard work is redone until correct	Willing to make corrections (point out substandard work)

-Directing the mission to ensure task completion
-Balances intent and flexibility

OPERATING ACTIONS   EX

ASSESSING (AS) – Systematic process of recognizing potential problems and making appropriate corrections

Excellent	*Satisfactory*
Systematically observes, records and offers feedback on completed actions and actions in progress; makes spot corrections effectively ⟶	Generally observes records and gives feedback on completed actions and actions in progress; makes some effort to make spot corrections
Maintains a thorough assessment of the situation; anticipates when conditions will change ⟶	Makes adequate assessment of the situation; notes when conditions change
Conducts systematic and orderly in-progress reviews during long-term preparations and actions ⟶	Shows evidence of using in-process reviews during long-term preparations and actions
Consistently correctly judges work in progress based on appropriate standards and determines causes, effects and contributing factors ⟶	Usually correctly judges work in progress based on appropriate standards
Conducts and facilitates after action reviews; clearly identifies lessons learned, sorts out important actions and problems ⟶	Usually conducts and facilitates after action review; often identifies lessons learned
Clearly sorts out important actual and potential problems ⟶	Attempts to sort out the important problems

-Maximizes efficiency of supervisor
-Checking to ensure compliance
-On-the-spot or AAR feedback

OPERATING ACTIONS   AS

DEVELOPING (DE) – Working to improve the performance of individuals for future operations

Excellent	*Satisfactory*
Effectively expands and enhances the self-confidence, competence and self-esteem of subordinates ⟶	Attempts to expand or enhance self-confidence, competence or self-esteem of subordinates
Guides and coaches subordinates; encourages initiative; leads by example; inspires people; designs and/or leads effective ways to practice ⟶	Frequently coaches subordinates; often encourages initiative; visibly tries to lead by example; makes some effort to design ways to practice
Clearly specifies standards and expectations; uses recognition or reward to effectively encourage excellence ⟶	Generally sets expectations; shows evidence of dealing appropriately with both good and poor performance
Actively creates or contributes to a positive command climate ⟶	Contributes to a positive command climate
Builds on successes, actively seeks to improve upon weaknesses ⟶	Attempts to build on successes and improve upon weaknesses

-Working with individuals (subordinate and peer alike) to improve future performance
-Getting results in helping others improve
-Giving others tools for self-improvement

IMPROVING ACTIONS   DE

BUILDING (BD) – Working to increase the effectiveness of the team for future

Excellent	*Satisfactory*
Effectively improves the collective performance of the unit in compliance with and support of organizational goals $\longrightarrow$	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 $\longrightarrow$	Actively works well with others; active participant in team efforts; effective team player
Fosters ethical climate; ensures people are treated fairly $\longrightarrow$	Attempts to foster ethical climate and treat people fairly
Cooperative, diligent follower; helps build the larger team (next higher unit) as well as own team $\longrightarrow$	Gives same good effort whether in charge or not; contributes to success of own team
Helps others after or while completing own work $\longrightarrow$	Gets own share of work done
Adopts unpopular higher headquarters decisions as own; gets team to act accordingly $\longrightarrow$	Properly executes unpopular higher headquarters decision
Willingly accepts, acts on tasks even on short notice $\longrightarrow$	Accepts and acts on assigned tasks
Effective at working up the chain of command to get problems solved there $\longrightarrow$	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 $\longrightarrow$	Remains positive when situation is confused or changing

IMPROVING ACTIONS   BD

LEARNING (LR) – Self-improvement by applying previous experience to current performance

Excellent	*Satisfactory*
Expands personal and unit knowledge and capabilities ⟶	Attempts to expand personal and unit knowledge and capabilities
Readily applies lessons learned ⟶	Attempts to find ways to apply lessons learned
Consistently listens actively; asks incisive questions ⟶	Listens; asks sound questions
Actively seeks feedback on performance from superiors, peers and subordinates; incorporates it for team and self-improvement ⟶	Accepts feedback from others; seeks to improve performance with it
Shows mature level of self-awareness ⟶	Exhibits some elements of reasonable self-awareness

-Applying lessons learned to own performance
-Actively seeking self-improvement
-Demonstrating personal growth

IMPROVING ACTIONS   LR

DEVELOPMENTAL COUNSELING FORM

For use of this form, see FM 22-100; 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 22-100. Leaders should use this form as necessary.
DISCLOSURE:	Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank/Grade	Social Security No.	Date of Counseling

Organization	Name and Title of Counselor

PART II - BACKGROUND INFORMATION

Purpose of Counseling: *(Leader states the reason for the counseling, e.g., performance/professional growth or event-oriented counseling, and includes the leader's facts and observations prior to the counseling.)*

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 *(other than rehabilitative transfers)*, 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, JUN 1999   EDITION OF JUN 85 IS OBSOLETE   USAPA V1.00

Developmental Counseling Form (DA Form 4856)

ftp://pubs.army.mil/pub/eforms/pdf/a4856.pdf

Plan of Action: *(Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goals). 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, JUN 1999   USAPA V1.00

Developmental Counseling Form (DA Form 4856) (Cont.)

1. **GENERAL**: The CER is an LDP developmental counseling tool that mirrors 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 camp. At a minimum, each cadet attending NALC will receive a CER and counseling at the end of the academic semester (typically MS III,) immediately preceding NALC attendance. ***NOTE: MS IVs will receive an OER for their on-campus performance***. Additionally, each cadet attending NALC will receive a CER and counseling prior to camp graduation. Copies of the camp CER are provided to the battalions following camp and used for additional development during the MS IV academic year. Additionally, a copy of each CER will be included in the cadet's accessions packet.

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 NALC.

    d. **Part IV (Not Used)**

    e. **Part V (Performance Evaluation)** – Enter Summary Ratings in all 23 leadership dimensions 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. The completed CER contains 5-8 bullets up to 2 lines in length and is focused on trends, recognizing personal growth or failure to grow. As a minimum, CER narrative includes:

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

- "A natural leader who stepped forward and took charge; his personal charisma and work ethic inspired his peers"

- The most outstanding leader in the battalion; exceptional basic skills proficiency, frequently sought out by peers for advice; ready for higher responsibility now

- Consistent and reliable; a quiet follower when not in leadership, but quickly takes charge when given responsibility; tolerant of others' mistakes, makes tactful corrections

- Often hesitant to take charge immediately, frequently allows subordinates to take over; possesses good basic skills, but sometimes lacks confidence in his leadership abilities

- An average leader who can be counted on to do her duties without supervision; frequently enhanced others' plans by making innovative recommendations

- Highly confident; pushes the team toward success and will accept nothing less than 100% effort; competitive nature during leadership caused several conflicts with peers

- Highly organized and methodical leader who quickly takes charge; excellent sense of humor throughout the school year helped reduce stress among peers

- Average leader; usually reliable, works best as a member of a team; contributed significantly to the esprit of the battalion by setting the example for enthusiasm

- Exceptional leader with an unsurpassed work ethic; freely gives personal time to others without complaint; extremely mature for her age, regarded as the informal leader in her class

- Always exceeds the standard in every event; possesses greater skills than some officers with greater experience; ready to lead a platoon now

B. **Most significant leadership strengths**. Should address those areas consistently commented on during counseling. Even when a cadet has no dimensional "E" ratings, strongest areas should be identified.

- "Selflessly used technical skills to mentor peers; his personal efforts enabled one of his peers to successfully prepare for camp"

- "Superior communicator; possesses uncommon blend of charisma and comfort in front of large groups; skillfully uses visual aids to enhance presentations"

- "The most technically skilled cadet in his class, he freely uses his proficiency to train other cadets; subject matter expert in tactics for the battalion"

- "Extremely energetic, never quits; remained physically and mentally ready for any situation; kept the team's momentum during inclement weather"

- "Although technical skills were initially marginal, exhibited tremendous willingness to learn and constantly improved; now routinely exceeds standards"

- "Selfless and mission-focused; he spent many personal hours in training other cadets and was the key factor in his platoon receiving the award as Honor Platoon"

- "Unquestionable integrity; voluntarily turned in a watch he had found on a tactical lane and ensured its return to the owner"

C. *Specific* **awards or recognition**. Cadets should be recognized for significant individual accomplishments. Scoring 300 on the APFT, being a member of the Honor Platoon or squad with the fastest time on the machine gun assault course are *not* examples of significant achievement. Examples of specific awards include:

- Achievement of most repetitions or singular highest score for the

  unit in individual events (fastest 2-mile time on APFT, fastest

  individual time on Hand Grenade Assault Course, etc.)
- Selection for key leadership position based on performance
- Cadet's role in avoiding disaster, life-saving actions, etc.

  (supported by Spot Report)
- Winner of individual award

   D. **Developmental Comment** – Observed behavior that 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" dimensional ratings in Part V, address each dimension rated "N".

- "Routinely failed to consider consequences of actions; often implemented plans that were poorly organized, causing confusion"

- **"His dry manner of responding to other cadets is often regarded as sarcasm; sometimes fails to adequately gauge his audience"**

- **"Frequently failed to maintain control of his emotions, causing friction with peers; complains vocally under stressful conditions"**

- "Excellent OPORDS would be enhanced by the use of visual aids"

- "Although one of the most proficient tacticians in the platoon, needs to learn to accept guidance and execute within the commander's intent"

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.

   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 NALC.

A. Part VIIa (Leader Potential) – Campus only, required for each cadet. PMS determines an overall rating for leader potential and performance. This is not forced distribution. PMS should tie ratings of cadets to the JPSC and other observations deemed appropriate.

B. Part VIIb (OML) – On campus, the PMS determines an overall rating using force-distribution (Best/Fully/Qualified = top/middle/bottom third). If number of cadets considered is not visible by 3, remainder is allocated first to top third followed by middle third (Example: 13 cadet distribution = 5 Best Qualified, 4 Fully Qualified, 4 Qualified; 14 cadet distribution = 5 Best Qualified, 5 Fully Qualified, 4 Qualified). At NALC, the RTO rates the top five cadets in each platoon and creates an OML by filling in the two blanks.

C. Part VIIc (Comments) – PMS and RTO offer bullet comments on the cadet's performance and potential. RTO is only required to comment on the top five cadets in each platoon.

CADET EVALUATION REPORT
For use of this form see CC Reg 145-3; staff proponent is USACC DOT

TYPE OF REPORT
CAMPUS ■

PART I - ADMINISTRATIVE DATA

a. NAME (LAST, FIRST, MIDDLE INITIAL)		b. SSN 000-00-0000	c. SEX	d. REGION	e. REGT/CO/PLT
f. SCHOOL	g. SCHOOL CODE	h. AFPT 0	i. DATE	j. HEIGHT 0 in	k. WEIGHT 0 lbs

PART II - AUTHENTICATION (Rated cadet's signature verifies cadet has seen completed Parts I-VII and the administrative data is correct)

a. NAME OF RATER(LAST, FIRST, MI)	b. SSN	c. RANK	d. POSITION	e. SIGNATURE	f. DATE
g. NAME OF SENIOR RATER (LAST, FIRST, MI)	h. SSN	i. RANK	j. POSITION	k. SIGNATURE	l. DATE
m. RATER TELEPHONE NUMBER			n. SENIOR RATER TELEPHONE NUMBER		
o. PERIOD COVERED FROM: TO:			p. SIGNATURE OF RATED CADET		q. DATE

PART III - LEADERSHIP POSITIONS

List the evaluated leadership opportunities/positions from the JPSC (Minimum of 5)

PART IV - PERFORMANCE DATA

NOT USED

PART V - PERFORMANCE EVALUATION - PROFESSIONALISM (Primary Assessor/Sqd 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

	S	N		S	N
1) LOYALTY (LO): Bears true faith and allegiance to the Constitution, Army and Soldiers			5) HONOR (HO): Adheres to ARMY'S CODE OF VALUES		
2) DUTY (DU): Fulfills professional, legal and moral obligations			6) INTEGRITY (IT): Exhibits high personal moral standards		
3) RESPECT (RE): Promotes dignity, consideration, fairness and EO			7) PERSONAL COURAGE (PC): Manifests physical and moral courage		
4) SELFLESS SERVICE (SS): Places Army priorities before self					

b. LEADERSHIP ATTRIBUTES/SKILLS/ACTION: Place an "X" in the appropriate rating block for dimension within Attributes, Skills, and Actions.
"E" and "N" must be justified by observations in Part VI.

ATTRIBUTES Fundamental qualities and characteristics	1. MENTAL (ME) Possess desire, will, initative, and discipline	E	S	N	2. PHYSICAL (PH) Maintains appropriate level of physical fitness and military bearing	E	S	N	3. EMOTIONAL (EM) Displays self control; calm under pressure	E	S	N
SKILLS Skill development is a part of self-development; prerequisite to action	4. CONCEPTUAL (CN) Demonstrates sound judgment, critical creative thinking, moral reasoning	E	S	N	5. INTERPERSONAL (IP) Shows skill with people: coaching, teaching, counseling, motivating, and empowering	E	S	N	6. TECHNICAL (TE) Possess the necessary expertise to accomplish all tasks and functions	E	S	N
	7. TACTICAL (TA) Demonstrates proficiency in required professional knowledge, judgment, and warfighting	E	S	N								
INFLUENCING Method of reaching goals while operating /improving	8. COMMUNICATING (CO) Displays good oral, writing, and listening skills for individuals and groups	E	S	N	9. DECISION MAKING (DM) Employs sound judgment, logical reasoning, and uses resources wisely	E	S	N	10. MOTIVATING (MO) Inspires, motivates, and guides other toward mission accomplishment	E	S	N
OPERATING Short-term mission accomplishment	11. PLANNING/PREPARING (PL) Develops detailed executable plans that are feasible, acceptable, and executable	E	S	N	12. EXECUTING (EX) Shows tactical proficiency, meets mission standards and takes care of people resources	E	S	N	13. ASSESSING (AS) Uses after action and evaluation tools to facilitate consistent improvement	E	S	N
IMPROVING Long-term improvement in the Army, its people and org.	14. DEVELOPING (DE) Invests adequate time and effort to develop individual subordinates	E	S	N	15. BUILDING (BD) Spends time and resources improving individuals, teams, groups, and units; foster ethical climate	E	S	N	16. LEARNING (LR) Seeks self-improvement and org. growth; envisioning, adapting, and leading change	E	S	N

ROTC CDT CMD FORM 67-9

Cadet Evaluation Report (Front)

NAME		SSN 000-00-0000	PERIOD COVERED FROM	TO

PART VI - PERFORMANCE AND POTENTIAL EVALUATION (Plt TAC/Primary Assessor)

a. EVALUATE THE RATED CADET'S PERFORMANCE DURING THE RATING PERIOD AND HIS/HER LEADERSHIP POTENTIAL FOR COMMISSIONING

☐ E-OUTSTANDING PERFORMANCE, MUST COMMISSION   ☐ S-SATISFACTORY PERFORMANCE, COMMISSION   ☐ N-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 (CAMPUS ONLY)

☐ BEST QUALIFIED   ☐ FULLY QUALIFIED   ☐ QUALIFIED

b. PERFORMANCE COMPARED WITH CADETS IN THE SAME UNIT (campus only)

☐ BEST QUALIFIED

☐ FULLY QUALIFIED

☐ QUALIFIED

☐ OTHER

I RANK THIS CADET

_____ OF _____

c. COMMENT ON PERFORMANCE/POTENTIAL (CAMP OPTIONAL)

CADET COMMAND FORM 67-9

Cadet Evaluation Report (Reverse)

The following is a sample for a short AAR conducted at the end of a squad situational training exercise (STX) lane, when very little time is available. The assessor organizes the squad and opposing force at the objective and guides the discussion. The sample AAR process shown uses a tactical scenario, but the principles may be adapted for other situations.

Assessor: "Squad leader, re-state your mission and concept of operation."

Squad Leader: "My mission was to destroy the bunker at grid AB12345678. I planned to depart on a 40-degree azimuth in traveling formation until we got about 150 meters from the objective. I planned to break the squad into two teams. A-team would assault from the left and B-team was my support team in an overwatch position on the right."

Assessor: "A-Team Leader, describe what you think happened."

A-Team Leader: "We traveled on a 40- degree azimuth, but we went too far. We came up within 50 meters of the bunker. My team was too close to the B-team, so they couldn't provide good supporting fires."

Assessor: "Cadet Smith, state your team's mission and concept and what happened from your point of view."

Cadet Smith: "I was in A-team. Our mission was to assault the objective once B-Team got in position in the draw on the right. We assaulted the objective without any supporting fire from B-team because we got too close to the objective and thought we had been detected."

Assessor: "OPFOR Leader, what did you see happen?"

OPFOR Leader: "We were going to defend the bunker from inside. We heard some noise to our left and saw the assault element attack without any support. We opened up on the assault team before they opened fire on us. The assault went really fast, and the whole squad seemed to come at us all at once; we were overcome."

Evaluator: "B-Team Leader, what was your plan to support A-team? What happened and why?"

B-Team Leader: "My plan was move into the draw and get set on the right. Once we got near the draw, the squad was already under fire because the area was wide open, too easy to observe. It seemed that the right thing to do was support by joining the assault, so we did."

Assessor to all: "What other courses of action could the squad have taken? Recall the acronym OCOKA; what other approaches can you think of based on the concepts of OCOKA?

Allow short discussions.

Assessor to all: "Let's discuss the actions at the objective in terms of leadership dimensions. Who would like to talk first?"

Allow short discussions.

Assessor: "We have arrived at two main points here. First, use covered or concealed routes that help make sure the squad leaves itself some maneuver room near the objective. Secondly, once committed to the assault, execute it aggressively and quickly, like you did here. Good job, good lessons learned. Move on to the next lane."

In noting behavior, particular attention should be paid to:

(1) The environment in which behavior was observed. Include information describing scope of duties and extraordinary conditions that would reasonably be assumed to affect performance.

Example: Plt Sgt of a 40-cadet platoon, responsible for preparing unit for, movement to, and occupation of night bivouac

(2) Each significant directed or implied task. Tasks noted are those that elicit critical behavior.

Example: Conduct defensive preparations of bivouac site

(3) All behaviors relevant to the task. Normally, assessor will note multiple actions for each task. Attempt to quantify the level of performance to aid in determining ratings later.

Example 1: 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

Example 2: After dark, used chow sequence changes to test the night commo plan; identified potential problems (rightmost element did not receive information); had team leader make adjustments to ensure 100% information flow

(4) For each task above, the consequences of the leader's action/inaction on mission (task) accomplishment. Clearly indicates the leader's role in success/failure (e.g., poor team effort in spite of strong leadership, strong team carried weak leader, etc.).

Example: First platoon to complete defensive preparations; enemy attack averted in large part due to Plt Sgt's expert defensive positioning

(5) Where actions are time sensitive or have time standards, the start-stop or elapsed time aids in quantifying performance or signifying timeliness.

Sample Assessor Notes

Situation: Platoon Sergeant for 44-cadet platoon in garrison environment, preparing for Situational Tactical Exercise deployment.

Leader (PSG) Observations	*Other Observations*
Assumed responsibilities of position and attend operations order process. Ensured complete dissemination of information necessary for next training day.	
Quickly established presence by conducting orderly formation of platoon, establishing accountability and giving squad leaders warning order. Flippant response ("You're the last one who needs chow.") to 2SL did not answer question of chow order. Excellent uniform appearance, excellent bearing throughout formation. Good recommendation to SLs to have squads work on areas of responsibility while leadership was at OPORD.	Cadet Buckner (3d Sqd) not present at beginning of formation (arrived 3 minutes late), was in 3d Regt area making personal telephone call, did not inform SL beforehand. Cadet Baker (2d Sqd) made noises in formation, disparaging 2SL and necessitating SL's taking corrective action.
Ensured all SLs were on-time for OPORD by giving them 10-minute time hack. All were prepared for note taking. Recognized gap in task scheduling and tactfully recommended good solution (While we're waiting for 3d Platoon to draw weapons, we could move our A&B bags to the mount point.) Occasionally queried SLs to ensure they understood key information.	Cadet Taylor (previous day's PL) approached PSG and commented on remark made earlier at formation, recommending PSG smooth things over with 2SL offline. PSG seemed receptive to Taylor's comments.

Platoon Sergeant Observations (Cont.)	*Other Observations (Cont.)*
Following OPORD, pulled 2d SL aside, apologized for remark made at formation, and ensured correct chow order was known. Updated PL on platoon's priority of tasks for evening.	
Good flow of information; squads were gainfully employed in chain of command's absence. Potential disruptive element w/2SL was averted.	
Conducted field preparation	
Passed up chow, opting instead to begin assembling personal equipment. Once platoon returned from chow, spent most time watching squads in equipment prep.	Cadet Buckner significantly later than rest of squad returning from chow. 3SL began assembling Buckner's equipment until he arrived.
Went to 3d Platoon to check with 3d PSG on their timelines for weapons issue. Asked him to send runner when platoon was issuing weapons to last squad.	
Checked on progress of platoon. 1st, 2d, 4th squads on schedule, 3d squad lagging. Revised order of weapons draw to place 3d squad last and give them more time for preparation. Directed 2d squad to provide TL to assist 3SL.	Cadet Huber (2d Sqd, ATL) first to have equipment ready for deployment, then began helping other cadets in platoon.
Following weapons draw, assembled platoon near mount point and conducted final	

Platoon Sergeant Observations (Cont.)	*Other Observations (Cont.)*

PCIs. Once complete, rotated cadets to nearby telephone banks for personal calls until 5 minutes before scheduled loading time

Field prep was conducted with exceptional efficiency. Platoon was first to be assembled for loading and all personnel had required equipment.

Establish tactical bivouac

Quickly established contact with 1SG for site orientation and conducted short recon. With 4SL, split platoon position into 2 areas and sited defensive positions. When remainder of platoon arrived at position, used 4SL to help position each squad and orient defensive plan. Set priority of tasks (defensive positions followed by sleeping areas).

While still daylight, conducted recon of CO position and drew sketch of track plan. Gave copies to SLs.

Checked 3d Sqd position preparations. Directed 3SL to have all squad members help prepare defensive positions. After checking on progress and seeing lack of organized effort, directed 3SL to organize squad more efficiently by giving squad members specific tasks.

3d Sqd cadets (Buckner, Talmedge) had set up shelter halves while rest of squad was preparing defensive positions. Cadet Buckner expressed irritation (eye-rolling) when told by 3SL to move to help prepare defense and continued to be disruptive after moving to defensive position (moving one sand bag, said "There, I helped.") .

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 largely capable of analyzing problems, developing solutions and organizing resources to overcome the problem. Effective leaders efficiently utilize all resources available, including expertise from other individuals; leaders are not expected to operate alone. Developing the leader includes providing the tools necessary to operate in the absence of guidance. Cadre contribute to development by providing cadets with opportunities to learn and tools to develop potential, given available resources, 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
   -Maintain commonality with other training environments (camp-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 (see Para. __ below). 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. 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. 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. *Establish Standards* – 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. A PT score of 270 may indicate success or over-achievement for one cadet, yet under-achievement for another, depending on previously demonstrated capacity.

g. *Cadre as a Point of Reference* – Cadre members are the source for most information critical to the cadet's performance of duties, particularly in the initial stages of development. Cadre members 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*** – 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 provides 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 degree of growth expected 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 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. 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 camp:

    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** – Focus on the cadet's response rather than the crisis itself. Demonstrate objectivity without being caught up in the confusion. 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.

    c. **Prevent "game smanship"** – Vary the routine to avoid predictable patterns. Cadets recognize patterns and rapidly 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 the behavior on leader effectiveness in determining whether the task was done correctly or not.

    e. **Anticipate critical behavior** – Cadre should prepare for assessment by visualizing the sequence of events prior to the leadership opportunity in order to anticipate critical behavior and position for observation. However, don't use the anticipated sequence as a mandatory checklist when evaluating. If a cadet fails to "check off" a task in the sequence you anticipated yet accomplishes the mission, he has

not necessarily failed in his opportunity. Watch everything unfold, and then come to a conclusion on the impact of the cadet's actions or lack of action. Focus on the leadership skills displayed by the cadet rather than focusing inordinate attention on the technical skills expected.

f. **Stifle competitive urges** – The assessment is a measure of the cadet leader, not the assessor. The cadre are not in a competition with other cadre, battalions, platoons at camp, etc. 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 careless regimental 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 alerts the cadets that something is up, and an alerted cadet has achieved an artificial advantage. B y alerting the cadet, the evaluator will not achieve a candid observation. Always maintain strict camouflage discipline.

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 freed up to be used 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), then make that training task a leadership opportunity for the cadet trainer and formally evaluate the effort. Be innovative in challenging the cadet.

k. **Share assessor information** – At the end of day, discuss your observations with other members of the assessor cadre. 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 dimensions 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 leadership dimensions are rated as possible. Using leadership performance indicators in LDP, evaluators may note similarities in definitions that create overlap between dimensions. When classifying behavior, consider each situation on a case-by-case basis, select the dimensions 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 quickly 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 camp 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 observations enable multiple observations and therefore multiple training opportunities, reinforces positive behavior, increases habitual use, and increases 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 will eventually manifest itself through his behavior, enabling the evaluator to establish progressive goals and reward growth. This sets the example to cadets that their behavior is expected to continually improve. Provides opportunity to observe cadet in wide variety of situations. Ensures assessment is not inordinately impacted by variables such as family situations, academics, finances, etc. Over time, gives the assessor a more equitable view of all cadets. Allows maturation to take place. Helps remove emotion from the mix by giving evaluator and cadet time to reflect. Gives

personality conflicts time to moderate and allows impressions to evolve. Establishes patterns of development that may be critical in determining potential. Removes the "all or nothing" nature of evaluations. Allows truly progressive assessment, considering all previous evaluation and counseling. Enables the assessor to relate issues to past performance and to assist in establishing future goals.