

Leadership Development Guide



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INTRODUCTION

The purpose of Pirate Battalion Leadership Development Guide

Pirate Battalion dedicates itself to the development of ROTC Cadets into quality leaders in the United States Army and stewards of the Profession of Arms. The purpose of the Leadership Development Guide is to provide the Cadets of Pirate Battalion a consolatory source of information pertaining to development of Cadets into second lieutenants. The Pirate Battalion Leadership Development Guide encompasses the Army Leadership Requirement Model, leader development in Pirate Battalion, counseling, and the Cadet Evaluation Report.

References

1. ADP 6-22, Army Leadership
2. ADRP 6-22, Leadership Requirements Model and Example Behavioral Indicator
3. FM 6-22, Leadership Development
4. U.S. Army Performance Evaluation Guide
5. Army Leader Development Strategy (ALDS) (2013)
6. AR 623-3, Evaluation Reporting System, March 2014
7. DA PAM 623-3, Evaluation Reporting System, March 2014
8. ATP 6-22, the Counseling Process, July 2014

Objectives

1. Provide Cadets with a single source and reference for topics pertaining to leadership development.
2. Educate Cadets on the Army Leadership Requirement Model.
3. Provide Cadets with a Standardized Operating Procedure on completing counseling forms and evaluation reports.
4. Provide Cadets with examples of properly completed Department of the Army and Cadet Command forms.

CHAPTER 1 – Army Leadership Requirement Model

Army Leader Defined

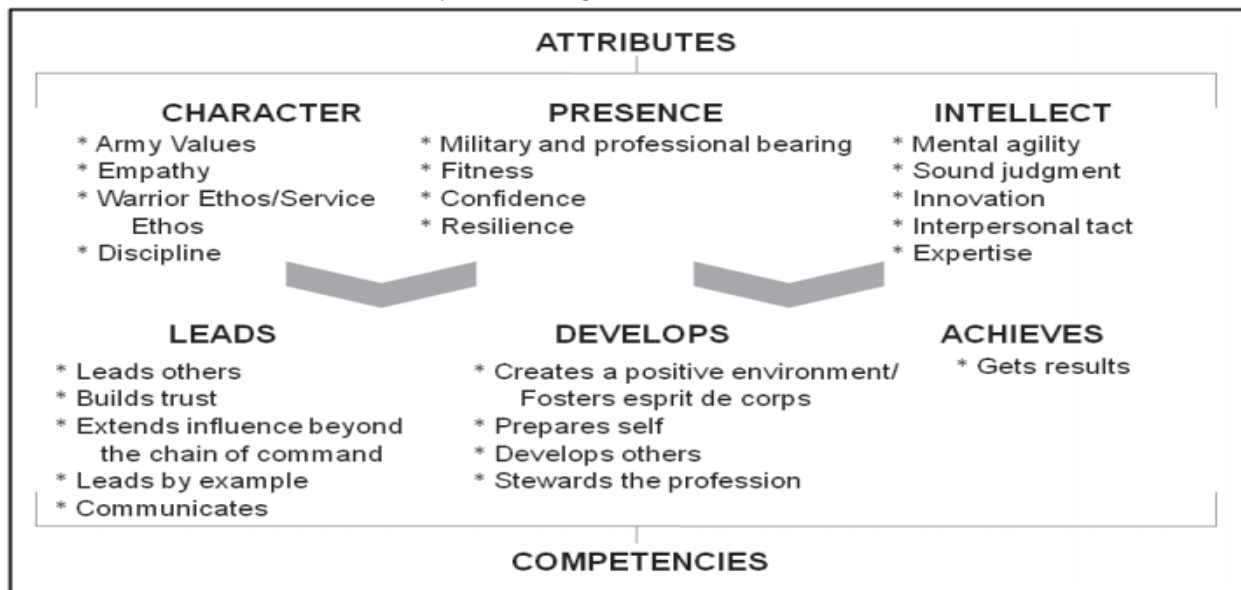
Leadership, the lifeblood of an army, makes a difference every day in the United States Army. Since the formation of the Continental Army until today with Soldiers deployed around the globe, Army leaders have accepted the challenges before them. The United States Army has always had great leaders who have risen above hardships and have drawn on a range of leadership qualities to influence Soldiers, build units, and accomplish the mission.

Leadership is characterized by a complex mix of organizational, situational, and mission demands on a leader who applies personal qualities, abilities, and experiences to exert influence on the organization, its people, the situation, and the unfolding mission. Difficult and complex situations are the proving ground for leaders expected to make consistent timely, effective and just decisions.

An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization.

The Army Leadership Requirement Model

The Leadership Requirement Model conveys the expectations that the Army wants leaders to meet. A common model of leadership shows how different types of leaders work together and is useful for aligning leader development activities and personnel management practices and systems. One set of requirements consists of attributes of what leaders should be and know and the second is a set of competencies that the Army requires leaders to do. The single model organizes the disparate requirements and expectations of leaders at all levels of leadership. All Pirate Battalion Cadets will emulate the Army Leadership Requirements Model and engage in both personal and professional development to strengthen areas in which they are weak and maintain those areas in which they are strong.



Army Leadership Requirement Model

Attributes/Competencies – See Chapter 2

Leadership Performance Indicators (Ref. FM 6-22)

Performance indicators are grouped according to the doctrinal leadership requirements model in categories of leader attributes (character, presence, and intellect) and leader competencies (lead, develop, and achieve). The performance indicators provide three levels of proficiency: a developmental need, the standard, and a strength.

For developmental purposes, these three categories are sufficient and apply across cohorts. A developmental need is identified as a specific need for development when the observed individual does not demonstrate the leader competency. Strength indicators are associated with successful performance of a leader attribute or competency. Strengths include a consistent pattern of natural talents, knowledge gained through learning, and skills acquired through practice and experience.

A leader demonstrating quality leadership to standard will exhibit decisions and actions described in the center column. The column on the left describes performance indicating a developmental need (individual falls short of the standard), while the column to the right describes performance indicating a strength (individual exceeds the standard).

Attribute Categories

Character – FM 6-22 defines character as factors internal and central to a leader, which make up an individual’s core and are the mindset and moral foundation behind actions and decisions. Leaders of character adhere to the Army Values, display empathy and the Warrior Ethos/Service Ethos, and practice good discipline.

<i>DEVELOPMENTAL NEED</i>	<i>STANDARD</i>	<i>STRENGTH</i>
ARMY VALUES		
Inconsistently demonstrates: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Demonstrates these with more than occasional lapses in judgment.	Consistently demonstrates: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.	Models loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Promotes the associated principles, standards, and qualities in others.
EMPATHY		
Exhibits resistance or limited perspective on the needs of others. Words and actions communicate lack of understanding or indifference. Unapproachable and disinterested in personally caring for Soldiers.	Demonstrates an understanding of another person’s point of view. Identifies with others’ feelings and emotions. Displays a desire to care for Soldiers, Army Civilians, and others.	Attentive to other’s views and concerns. Takes personal action to improve the situation of Soldiers, Army, Civilians, family members, local community, and even that of potential adversaries. Breaks into training, coaching, or counseling mode when needed and role models empathy for others.
WARRIOR ETHOS/SERVICE ETHOS		
Inconsistently demonstrates the spirit of the profession of arms. Downplays the importance of this sentiment.	Demonstrates the spirit of the profession of arms and commitment to the mission, to never accept defeat, to persevere through difficulties, and to always support fellow Soldiers.	Models the spirit of the profession of arms. Instills this behavior in subordinates and others.
DISCIPLINE		
Fails consistently to adhere to rules, regulations, or standard operating procedures.	Demonstrates control of one’s own behavior according to Army Values and adheres to the orderly practice of completing duties of an administrative, organizational, training, or operational nature.	Demonstrates discipline in one’s own performance and encourages others to follow good practices of discipline as well. As situations call for it, enforces discipline when others fail to adhere to Army Values or to other standard practices.

Presence - Presence is how others perceive a leader based on the leader’s appearance, demeanor, actions, and words. Leaders with presence demonstrate military and professional bearing, fitness, confidence, and resilience.

<i>DEVELOPMENTAL NEED</i>	<i>STANDARD</i>	<i>STRENGTH</i>
MILITARY AND PROFESSIONAL BEARING		
Inconsistently projects a professional image of authority. Actions lack a commanding presence. Allows professional standards to lapse in personal appearance, demeanor, actions, and words.	Possesses a commanding presence. Projects a professional image of authority. Demonstrates adherence to standards.	Models a professional image of authority. Commanding presence energizes others. Exemplifies adherence to standards through appearance, demeanor, actions, and words.
FITNESS		
Physical health, strength, or endurance is not sufficient to complete most missions. Fitness level unable to support emotional health and conceptual abilities under prolonged stress.	Displays sound health, strength, and endurance that support emotional health and conceptual abilities under prolonged stress.	Models physical health and fitness. Strength and endurance supports emotional health and conceptual abilities under prolonged stress. Energetic attitude conveys importance of fitness to others.
CONFIDENCE		
Inconsistently displays composure or a calm presence. Allows a setback to derail motivation. Displays a less than professional image of self or unit.	Displays composure, confidence, and mission-focus under stress. Effectively manages own emotions and remains in control of own emotions when situations become adverse.	Projects self-confidence and inspires confidence in others. Models composure, an outward calm, and control over emotions in adverse situations. Manages personal stress, and remains supportive of stress in others.
RESILIENCE		
Slowly recovers from adversity or stress. Inconsistently maintains a mission or organizational focus after a setback.	Recovers from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.	Quickly recovers from setbacks. Focuses on the mission and objectives during shock, injuries, and stress. Maintains organizational focus despite adversity. Learns from adverse situations and grows in resilience.

Intellect - Intellect is comprised of the mental tendencies or resources that shape a leader's conceptual abilities and affect a leader's duties and responsibilities. Leaders with high intellect are mentally agile, good at judgment, innovative, tactful around others, and expert in technical, tactical, cultural, geopolitical, and other relevant knowledge areas.

<i>DEVELOPMENTAL NEED</i>	<i>STANDARD</i>	<i>STRENGTH</i>
<i>MENTAL AGILITY</i>		
Inconsistently adapts to changing situations. Attends to immediate conditions and surface outcomes when making decisions. Hesitates to adjust an approach.	Demonstrates open-mindedness. Recognizes changing conditions and considers second- and third-order effects when making decisions.	Models a flexible mindset and anticipates changing conditions. Engages in multiple approaches when assessing, conceptualizing, and evaluating a course of action.
<i>SOUND JUDGMENT</i>		
Inconsistently demonstrates sound assessment of situations. Hesitates in decisionmaking when facts not available. Forms opinions outside of sensible information available.	Demonstrates sound decisionmaking ability. Shows consideration for available information, even when incomplete.	Models sound judgment. Engages in thoughtful assessment. Confidently makes decisions in the absence of all of the facts.
<i>INNOVATION</i>		
Relies on traditional methods when faced with challenging circumstances.	Offers new ideas when given the opportunity. Provides novel recommendations when appropriate.	Consistently introduces new ideas when opportunities exist to exploit success or mitigate failure. Creatively approaches challenging circumstances and produces worthwhile recommendations.
<i>INTERPERSONAL TACT</i>		
Demonstrates lapses in self-awareness when interacting with others. Misses cues regarding others perceptions, character and motives. Presents self inappropriately or not tactfully	Maintains self-awareness of others perceptions and changes behaviors during interactions accordingly.	Demonstrates proficient interaction with others. Effectively adjusts behaviors when interacting with others. Understands character and motives of others, and modifies personal behavior accordingly.
<i>EXPERTISE</i>		
Demonstrates uncertainty or novice proficiency in technical aspects of position. Inconsistently applies competence of joint, cultural, and geopolitical knowledge. Displays indifference toward expanding knowledge or skill set	Possesses facts and understanding of joint, cultural, and geopolitical events and situations. Seeks out information on systems, equipment, capabilities, and situations. Expands personal knowledge of technical, technological, and tactical areas.	Demonstrates expert-level proficiency with technical aspects of their position. Demonstrates understanding of joint, cultural, and geopolitical knowledge. Shares knowledge of technical, technological, and tactical systems to subordinates and others.

Core Leader Competency Categories

Lead - Leaders set goals and establish a vision, motivate or influence others to pursue the goals, build trust to improve relationships, communicate and come to a shared understanding, serve as a role model by displaying character, confidence, and competence, and influence outside the chain of command.

<i>DEVELOPMENTAL NEED</i>	<i>STANDARD</i>	<i>STRENGTH</i>
LEADS OTHERS		
Inconsistently demonstrates influence techniques. Fails to monitor risk factors affecting others. Allows mission priority to affect subordinate morale, physical condition, or safety adversely. Hesitates to act when risk factors escalate.	Influences others effectively. Assesses and routinely monitors effects of task execution on subordinate welfare. Monitors conditions of subordinate morale and safety. Implements appropriate interventions when conditions jeopardize mission success. Assesses and manages risk.	Demonstrates full range of influence techniques. Continually assesses and monitors mission accomplishment and Soldier welfare. Attends to subordinate morale, physical condition, and safety. Implements interventions to improve situations. Assesses and mitigates prudent risk to maximize potential for success.
BUILDS TRUST		
Inconsistently demonstrates trust. Displays respect differently to some without justification. Takes no actions to build rapport or trust with others. Fails to address problems caused by team members who undermine trust. Fails to follow through on intentions, undermining the trust others would have in this leader.	Establishes trust by demonstrating respect to others and treating others in a fair manner. Uses common experiences to relate to others and build positive rapport. Engages others in activities and sharing of information that contribute to trust.	Demonstrates trust in others when encountering new or unfamiliar situations. Bases trust on a thorough understanding of trustworthiness of others and self. Understands how much trust to project and grant to others. No hesitation in addressing problems that undermine trust.
EXTENDS INFLUENCE BEYOND THE CHAIN OF COMMAND		
Inconsistently demonstrates understanding of indirect influence. Misses or passively acts on opportunities to build trusting relationships outside the organization.	Demonstrates understanding of conditions of indirect influence. Builds trust to extend influence outside the organization. Displays understanding of the importance of building alliances.	Demonstrates effective use of indirect influence techniques. Establishes trust to extend influence outside the chain of command. Proactively builds positive relationships inside and outside the organization to support mission accomplishment.
LEADS BY EXAMPLE		
Demonstrates conduct inconsistent with the Army Values. Displays a lack of commitment and action. Remains unaware of or unconcerned about the example being set.	Demonstrates an understanding of leader attributes and competencies. Recognizes the influence of personal behavior and the example being set. Displays confidence and commitment when leading others.	Models sound leader attributes and competencies. Exemplifies the Warrior Ethos through actions regardless of situation. Demonstrates competence, confidence, commitment, and an expectation of such behavior in others.
COMMUNICATES		
Misunderstands or fails to perceive nonverbal cues. Ideas not well organized or easily understandable. Speaks without considering listener interest. Information dissemination is inconsistent or untimely.	Chooses appropriate information-sharing strategy before communicating. Conveys thoughts and ideas appropriately. Disseminates information promptly. Provides guidance and asks for a brief back or confirmation.	Uses verbal and nonverbal means to maintain listener interest. Adjusts information-sharing strategy based on operating conditions. Ensures prompt information dissemination to all levels. Avoids miscommunication through verifying a shared understanding.

Develop - Leaders foster teamwork; express care for individuals; promote learning; maintain expertise, skills, and self-awareness; coach, counsel and mentor others; foster position development, and steward the profession of arms.

<i>DEVELOPMENTAL NEED</i>	<i>STANDARD</i>	<i>STRENGTH</i>
<i>CREATES A POSITIVE ENVIRONMENT/FOSTERS ESPRIT DE CORPS</i>		
Demonstrates negative expectations and attitudes not conducive to a productive work environment. Focuses primarily on task accomplishment. Fosters an expectation of zero-defects. Holds honest mistakes against subordinates.	Promotes expectations and attitudes conducive to a positive work environment. Demonstrates optimism and encourages others to develop and achieve. Provides coaching, counseling and mentoring to others.	Exemplifies a positive attitude and expectations for a productive work environment. Conveys a priority for development in the organization. Encourages innovative, critical, and creative thought. Uses lessons learned to improve organization.
<i>PREPARES SELF</i>		
Reluctant to accept responsibility for learning. Downplays feedback. Acts on information without regard to source, quality, or relevance. Ineffectively transfers new information into knowledge.	Accepts responsibility for learning and development. Evaluates and incorporates feedback. Analyzes and organizes information to create knowledge. Focuses on credible sources of information to improve personal understanding.	Seeks feedback. Seeks learning opportunities to improve self. Demonstrates knowledge management proficiency. Integrates information from multiple sources; analyzes, prioritizes, and utilizes new information to improve processes.
<i>DEVELOPS LEADERS</i>		
Disinterested in motivating and enabling the growth of others. Focuses on the task without consideration of improving organizational effectiveness.	Demonstrates willingness to motivate and help others grow. Provides coaching, counseling and mentoring. Builds team skills and processes to improve individuals and the organization.	Seizes opportunities to teach, coach and mentor. Fosters position development and enrichment. Knows subordinates and prepares them for new positions. Improves unit productivity.
<i>STEWARDS THE PROFESSION</i>		
Fails to extend assistance to others or other units. Disregards oversight of the tracking and use of resources. Fails to improve subordinates for subsequent assignments and fails to take steps to leave the organization in equal or better condition than when this leader arrived.	Supports developmental opportunities of subordinates. Takes steps to improve the organization. Carefully manages resources of time, equipment, people, and money.	Applies a mindset that looks to strengthen the profession of arms into the future. Assumes some risk to forego some short-term or personal gains in favor of improving one's own organization, other units, and other individuals. Cooperates by providing more assistance to others than expected to receive in return.

Achieve - Leaders achieve by setting priorities, organizing taskings, managing resources, developing thorough and synchronized plans, executing plans to accomplish the mission, and achieving goals.

<i>DEVELOPMENTAL NEED</i>	<i>STANDARD</i>	<i>STRENGTH</i>
<i>GETS RESULTS</i>		
Demonstrates a limited understanding of supervising, managing, monitoring, and controlling priorities of work. Hasty prioritization and planning lead to incomplete guidance and direction.	Prioritizes, organizes, and coordinates taskings for others. Plans for expected setbacks and enacts appropriate contingencies when needed. Monitors, coordinates and regulates subordinate actions but allows subordinates to accomplish the work.	Utilizes other competencies to accomplish objectives. Demonstrates understanding of supervising, managing, monitoring, and controlling of priorities of work. Reflects on end state before issuing guidance. Provides subordinates autonomy to accomplish the work.

Chapter 2 - Attributes

Attributes shape how an individual behaves and learns in their environment. The leader attributes are character, presence and intellect. These attributes capture the values and identity of the leader (character); the leader's outward appearance, demeanor, actions and words (presence); and the mental and social faculties the leader applies in the act of leading (intellect). Attributes affect the actions that leaders perform. Good character, solid presence and keen intellect enable the core leader competencies to be performed with greater effect. The three leader attributes are divided into the following 13 attributes.

Character

Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. The Soldier's Rules, which codify the law of war, outline ethical and lawful conduct in operations and are useful for everyday conduct (see AR 350-1). Leaders who unwaveringly adhere to applicable laws, regulations, and unit standards build credibility with their subordinates and enhance trust from the American people they serve. Character divides into the Army Values, empathy, Warrior Ethos/Service Ethos, and discipline.

1. **Army Values:** Displays loyalty, duty, respect, selfless service, honor, integrity and personal courage.
2. **Empathy:** Identifies with or enters into another person's feelings, emotions, and point of view.
3. **Warrior Ethos/Service Ethos:** Shares the attitudes and spirit of the Army profession for Soldiers and Army Civilians alike.
4. **Discipline:** Controls one's own behavior in accordance with Army Values, and obeys and enforces good orderly practices in administrative, organizational, training and operational duties.

Presence

The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence and resilience. Strong presence is important as a touchstone for subordinates, especially under duress. A leader who does not share the same risks could easily make a decision that could prove unworkable given the psychological state of Soldiers and Civilians affected by stress. Presence divides into military and professional bearing, fitness, confidence, and resilience.

1. **Military and Professional Bearing:** Possesses a commanding presence and projects a professional image of authority.
2. **Fitness:** Has sound health, strength and endurance that supports one's emotional health and conceptual abilities under prolonged stress.
3. **Confidence:** Projects self-confidence and certainty in the unit's ability to succeed.
4. **Resilience:** Shows a tendency to recover quickly from setbacks, shock, injuries and adversity while maintaining mission and organizational focus.

Intellect

An Army leader's intellect draws on the mental tendencies and resources that shape conceptual abilities applied to one's duties and responsibilities. Conceptual abilities enable effective problem solving and sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically, and with cultural sensitivity to consider unintended as well as intended consequences. Leaders must anticipate the second- and third-order effects of their actions.

1. Mental Agility: Anticipates or adapts to uncertain or changing situations and applies multiple perspectives and approaches.
2. Sound Judgment: Assesses situations shrewdly and draws sound conclusions.
3. Innovation: Introduces new ideas based on opportunities or challenging circumstances.
4. Interpersonal Tact: Understands and effectively interacts with others, is conscious of character, reactions, and motives of self and others, and displays self-control, balance and stability.
5. Expertise: Possesses facts, beliefs, logical assumptions, and understanding in relevant areas

Competencies

There are three categories of competencies. The Army leader serves to *lead* others; to *develop* the environment, themselves, others and the profession as a whole; and to *achieve* organizational goals. Competencies provide a clear and consistent way of conveying expectations for Army leaders. Leader competencies can be developed. Leaders acquire competencies at the direct leadership level. As the leader moves to organizational and strategic level positions, the competencies provide the basis for leading through change. Leaders continuously refine and extend the ability to perform these competencies proficiently and learn to apply them to increasingly complex situations. The three core leader competencies are divided into the following 10 competencies.

Leads

The category of *leads* encompasses five competencies. Two focus on the affiliation of the followers and the common practices for interacting with them. Leads others involves influencing Soldiers and Army Civilians in the leader's organization. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment. Leader actions and words comprise the competencies of leads by example and communicates. Actions can speak louder than words and excellent leaders use this to serve as a role model to set the standard. Leaders communicate to convey clear understanding of what needs to be done and why. Leads divides into leads others, builds trust, extends influence beyond the chain of command, leads by example, and communicates.

1. Leads Others: Gains commitments to do what needs to be done from unit members.
2. Builds Trust: Brings the best out in others and sets the conditions for teamwork.
3. Extends Influence Beyond Chain of Command: Beneficial work is accomplished outside the unit through the positive relationships established by the leader.
4. Leads by Example: Co-workers learn what to be, know, and do from the leader.
5. Communicates: Understanding in the unit is improved from the leader's sharing of information and willingness to engage in candid dialogue.

Develops

Leaders operate to improve or sustain high performance in their organization. They do so by focusing on the four *develops* competencies. Create a positive environment inspires an organization's climate and culture. Prepares self encourages improvement in leading and other areas of leader responsibility. Leaders develop others to assume greater responsibility or achieve higher expertise. A leader stewards the profession to maintain professional standards and effective capabilities for the future. Develops divides into creates a positive environment/ fosters esprit de corps, prepares self, develops others, and stewards the profession.

1. Creates a Positive Environment: Positive teamwork/cooperation and a psychologically healthy climate exist from the leader's actions and attitudes.
2. Prepares Self: The leader is squared away for duty (skills, knowledge, total fitness, mental toughness) and engages in continual self-development.
3. Develops Others: Proactively supports the development of others' knowledge, capabilities and readiness to learn.
4. Stewards of the Profession: Applies good stewardship to resources within reach and his/her actions show commitment to the professional strengths of the U.S. Army.

Achieves

Gets results is the single *achieves* competency and relates to actions to accomplish tasks and missions on time and to standard. Getting results is the goal of leadership but leaders must remain mindful that leading people and creating positive conditions enable them to operate as successful leaders. Getting results requires the right level of delegation, empowerment and trust balanced against the mission. Adaptability to conditions and adjustments based on adversarial actions are ever important elements of success.

1. Gets Results: Gets the job done with appropriate adjustments and optimal application of manpower available.

Performance Objectives Established by Attributes

<p>1) Character: <i>(Adherence to Army Values, Empathy, and Warrior Ethos/ Service Ethos and Discipline. Fully supports SHARP, EO, and EEO.)</i></p>	<p>1. To promote the Army Values to my PLT by demonstrating Duty to the mission, selfless Service and Loyalty to the PLT members by assisting and address any of their concerns during all facets of training Spring Semester 2015. 2. Ensure the PSG is maintaining and enforcing all training standards. 3. Ensure 100% of the PLT conducts the SHARP and EO training NLT 15 Mar 15.</p>
<p>2) Presence: <i>(Military and Professional bearing, Fitness, Confident, Resilient)</i></p>	<p>1. Increase the PLT's average PT score to 260 by 15 APR 2015. 2. Score 300 on the APFT 15 APR 2015. 3. Re-compete for Cadet of the Year by the 2 MAY 15 Dining-Out. 4. The first to go while conducting Land Nav and score 5 out of 5 pts on 24 MAR 2015.</p>
<p>3) Intellect: <i>(Mental Agility, Sound Judgment, Innovation, Interpersonal Tact, Expertise)</i></p>	<p>1. Increase my GPA to 3.2 by the end of the Spring 2015 Semester. 2. Utilize the campus and key landmarks to conduct a scavenger hunt between squads Instituting time management, planning and critical thinking skills by 30 MAR 15. 3. Be rated on the top 3 on the OML Spring Semester 2015.</p>
<p>4) Leads: <i>(Leads Others, Builds Trust, Extends Influence beyond the Chain of Command, Leads by Example, Communicates)</i></p>	<p>1. Be the 1st one there and last one out at PT and training events Spring Semester 15. 2. Train with the PLT to be recognize as the best PLT during JLTX 12 APR 15. 3. Build PLT cohesion by having social events during the Spring Semester 15.</p>
<p>5) Develops: <i>(Creates a positive command/ workplace environment/Fosters Esprit de Corps, Prepares Self, Develops Others, Stewards the Profession)</i></p>	<p>1. Establish a No PT day for the squad with the highest avg PT score by 15 APR 2015. 2. Conduct additional SSTX & PLT Ops training to ensure all cadets are well trained prior the JLTX 12 APR 15. 3. Conduct monthly equipment PCC's/PCI's for the PLT and myself in prep for JLTX.</p>
<p>6) Achieves: <i>(Gets Results)</i></p>	<p>1. Recognition at JLTX for the Best PLT during JLTX 12 APR 15. 2. Train the PLT to perform outstanding at JLTX 12 APR15. 3. Be rated on the top 3 on the OML at the end of the spring semester 15. 4. Complete all assigned ROTC & academic assignments/tasks spring semester 2015.</p>

Leadership Attributes and Competencies Defined

Attribute	Example of Leader's competencies defined & summarized
Character	Adherence to Army Values: This leader's values are principles, standards, or qualities considered essential for successful leaders. The values are fundamental to help people discern right from wrong in any situation.
	Empathy: The leader has the propensity to experience something from another person's point of view. The ability to identify with and enter into another person's feelings and emotions. The desire to care for and take care of Soldiers and others.
	Warrior Ethos: This leader possesses the internal shared attitudes and beliefs that embody the spirit of the Army profession for Soldiers and Army Civilians alike.
	Discipline: This leader has control of one's own behavior according to Army Values; mindset to obey and enforce good orderly practices in administrative, organizational, training, and operational duties.
Presence	Military and Professional Bearing: This leader possessing a commanding presence and he/she projects a professional image of authority.
	Fitness: This leader has sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
	Confident: This leader projects self-confidence and certainty in the unit's ability to succeed in its missions. He/she demonstrates composure and outward calm through control over one's emotions.
	Resilient: This leader shows the tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.
Intellect	Mental Agility: This leader has the flexibility of mind; the ability to break habitual thought patterns. He/She knows when and keeps anticipating or adapting to uncertain or changing situations; to think through outcomes when current decisions or actions are not producing desired effects. This leader has the ability to apply multiple perspectives and approaches.
	Sound Judgment: This leader has the capacity to assess situations shrewdly and draw sound conclusions. He/she has the tendency to form sound opinions, make sensible decisions and reliable guesses and the ability to assess strengths and weaknesses of subordinates, peers, and enemy to create appropriate solutions and action.
	Innovation: This leader has the ability to introduce new ideas based on opportunity or challenging circumstances. He/she has the creativity in producing ideas and objects that are both novel and appropriate.
	Interpersonal Tact: This leader has the capacity to understand interactions with others. He/she is aware of how others see him/her as a leader and sensing how to interact with them effectively. This leader is conscious of character, reactions and motives of self and others and how they affect interactions. Recognizing diversity and displaying self-control, balance, and stability.
	Expertise: This leader possesses facts, beliefs, logical assumptions and understanding in relevant areas.
Leads	Leads Others: This leader gains commitment to do what needs to be done from unit members
	Builds trust: This leader brings the best out in others, sets the conditions for teamwork.
	Extends Influence Beyond Chain of Command: Beneficial work is accomplished outside the unit through positive relationships established by this leader.
	Leads by Example: Co-workers learn what to be, know and do from this leader.
	Communicates: Understanding in the unit is improved from this leader's sharing of information and willingness to engage in candid dialogue.
Develops	Creates a Positive Environment: Positive teamwork/cooperation and a psychologically healthy climate exists from actions and attitudes of this leader.
	Prepares Self: This leader is squared away for duty (skills, knowledge, total fitness, mental toughness) and engages in continual self-development.
	Develops Others: This leader proactively supports the development of others' knowledge, capabilities and readiness to learn.
	Stewards of the Profession: Good stewardship applied to resources within this leader's reach. Actions show commitment to the professional strengths of the Army.
Achieves	Gets Results: Gets the job done with appropriate adjustments and optimal application of manpower available to this leader.

CHAPTER 3 – Leader Development in Pirate Battalion

Leadership Development Model

In Pirate Battalion, leadership is developed through the four military science level courses. Cadets progress through each military science level course in succession. Each military science level course develops the Cadets' leadership by broadening their Army skill levels, increasing their responsibilities, placing them in leadership roles, and constantly refining previous courses' skills.

Military science level one (MS I) focuses on the reception and integration of new Cadets into the Pirate Battalion ROTC Program. All MS I Cadets are placed into teams within a squad. This team consists of four to five other Cadets. They are given the rank of c/PV2 through c/PFC. MS I Cadets are taught and trained throughout the course of their MS I course by upperclassman and members of Cadre. They are taught and trained via classroom lectures and leadership training exercises on basic Army skills. MS I Cadets are fully integrated by the spring semester. Upon the completion of MS I, Cadets move to military science level two.

Military science level two (MS II) focuses on initial leadership development through small team leadership. MS II Cadets assume the leadership role of team leader. MS II team leaders lead four to five MS I Cadets in both a garrison and tactic environment. They are given the rank of c/CPL through c/SGT. MS II cadets assist in the development of training and leading physical training. They are taught and trained via classroom lectures and leadership training exercises on basic and intermediate army skills. Upon the completion of MS II, Cadets move to military science level three.

Military science level three (MS III) focuses on expanded leadership development through platoon and company level leadership. MS III Cadets assume the leadership role of squad leader, platoon sergeant, and first sergeant. MS III Cadets' leadership abilities are continually tested during this course. MS III Cadets lead 9 to 25 underclassmen in both a garrison and tactic environment. They are given the rank of c/SSG through c/SFC. MS III Cadets plan and lead physical training, assist upperclassman in various functional areas, and mentor the MS I and MS III Cadets. They are taught and trained via classroom lectures and leadership training exercises on army skill levels one to three. Upon the completion of MS III, Cadets move to military science level four.

Military science level four (MS IV) focuses on officer leadership development through company and battalion level leadership. MS IV cadets assume the leadership role of platoon leader, executive officer, company commander, battalion staff, battalion executive officer, command sergeant major, or battalion commander. They are given the rank of c/2LT through c/LTC, or c/CSM. MS IV Cadets are in charge of functional areas, mentoring MS I, MS II, and MS III Cadets, and plan leadership labs, training exercises, and formal events utilizing the 8-step training model. They conduct weekly staff meetings and cadre briefs. MS IV Cadets are taught and trained via classroom lectures and leadership training exercises on army skill levels one to four. Upon completion of MS IV, Cadets are commissioned as second lieutenants.

CHAPTER 4 – Counseling and Assessment

Counseling

Counseling and the assessment are essential to leader development in the U.S. Army. Counseling is the process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential. Counseling is one of the most important leadership development responsibilities for Army leaders. The Army's future and the legacy of today's Army leaders' rests on the shoulders of those they help prepare for greater responsibility. Pirate Battalion uses counseling to mentor and shape Cadets into second lieutenants. All counseling is completed on a DA Form 4856.

Developmental counseling is separated into three major categories; event-oriented counseling, performance counseling, and professional growth counseling.

Within the Army ROTC training environment, Cadet's developmental counseling starts as follows – Professional, Event-oriented, and Performance. In all three developmental counseling categories, the Cadet's grade is in jeopardy when it is a negative developmental counseling such as an event-oriented counseling for Academic Warning or Failure of Attendance.

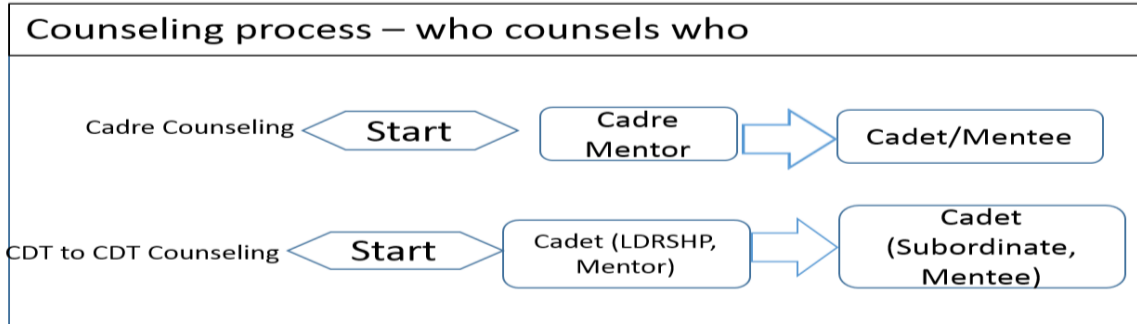
Professional growth counseling includes planning for the accomplishment of individual and professional goals. During the counseling, leader and subordinate conduct a review to identify and discuss the subordinate's strengths and weaknesses and to create an individual development plan that builds upon those strengths and compensates for (or eliminates) weaknesses. An example is a Cadet's initial counseling at the beginning of the semester from Cadre (or the Cadet mentor) that specifies the cadets ROTC responsibilities, requirements and criteria's to meet during the semester to be a part of the ROTC program. Another example is a Cadet's initial duty position given to the Cadet when he/she is about to assume a leadership position for a period amount of time. The counseling describes the Cadet's roles and responsibilities for the duty position. A couple of CDT examples are: CDT Duty Position and Mentor to Mentee (See example on pages 17 - 20).

Event-oriented counseling involves a specific event or situation. It may precede events such as appearing before a promotion board or attending training. It can also follow events such as noteworthy duty performance, a problem with performance or mission accomplishment, or a personal issue. For instance, a developmental counseling could be given for a problem with performance (negative performance/negative counseling). Such as, when a Cadet fails to attend ROTC training (PT, Class, and Labs) without proper notification to the Cadet's chain of command and Cadre, the Cadet would be counseled next time he/she is present for training for 'Failure of Attendance'. Some examples of cadet event-oriented counseling with a problem with performance are: Academic Warning and Failure of Attendance (contracted & participating cadets) – (See examples on pages 21 - 26).

During performance counseling, leaders conduct a review of a subordinate's duty performance over a certain period. Simultaneously, leader and subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, focus on the future; the subordinate's strengths, areas of improvement, and potential. For instance, this type of developmental counseling is generated a cadet fails the APFT test or fails to adhere to roles and responsibilities of his/her leadership position. This counseling would be generated immediately after

the APFT failure and upon the cadet's failure to fulfill his/her leadership role. A few examples of cadet performance counseling: Duty Performance, APFT Failure and Failure to fulfill CDT leadership role (See example on pages 27 - 32).

Counseling process Flowchart



There are five characteristics that make counseling effective. The five characteristics are purpose, flexibility, respect, communication, and support. The application of these five characteristics facilitates the growth and development of the subordinates being counseling.

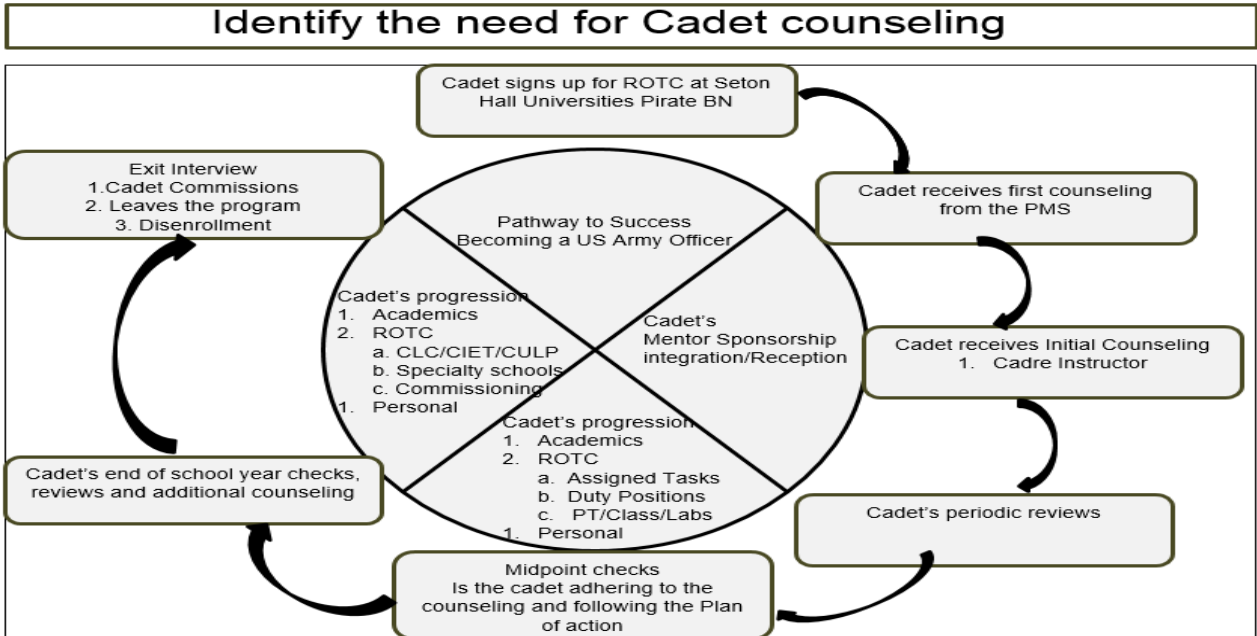
1. **Purpose:** Clearly define the purpose of the counseling.
2. **Flexibility:** Fit the counseling style to the character of each subordinate and to the relationship desired.
3. **Respect:** View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.
4. **Communication:** Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.
5. **Support:** Encourage subordinates through actions while guiding them through their problems.

The following chart outlines and summarizes the characteristics of effective counseling and the counseling process:

<p>Leaders must demonstrate these qualities to counsel effectively:</p> <ul style="list-style-type: none"> ● Respect for subordinates. ● Self and cultural awareness. ● Credibility. ● Empathy. <p>Leaders must possess these counseling skills:</p> <ul style="list-style-type: none"> ● Active listening. ● Responding. ● Questioning. <p>Effective leaders avoid common counseling mistakes. Leaders should avoid—</p> <ul style="list-style-type: none"> ● Personal bias. ● Rash judgments. ● Stereotyping. ● Losing emotional control. ● Inflexible counseling methods. ● Improper follow-up. 	<p>The Counseling Process:</p> <p>Identify the need for counseling.</p> <p>Prepare for counseling:</p> <ul style="list-style-type: none"> ● Select a suitable place. ● Schedule the time. ● Notify the subordinate well in advance. ● Organize information. ● Outline the components of the counseling session. ● Plan counseling strategy. ● Establish the right atmosphere. <p>Conduct the counseling session:</p> <ul style="list-style-type: none"> ● Open the session. ● Discuss the issue. ● Develop a plan of action (to include the leader's responsibilities). ● Record and close the session. <p>Follow up:</p> <ul style="list-style-type: none"> ● Support plan of action implementation. ● Assess the plan of action.
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US Army ROTC Counseling is done continuously throughout your ROTC Cadet training. For instance, as a new Cadet you will receive an Initial counseling that lays out Cadet responsibilities and expectations. Your military science instructor will also counsel you once a month or a quarter.

The following Chart depicts when counseling is done:



DEVELOPMENTAL COUNSELING FORM		
For use of this form, see FM 8-22; the proponent agency is TRADOC.		
DATA REQUIRED BY THE PRIVACY ACT OF 1974		
AUTHORITY:	5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name <i>(Last, First, MI)</i>	Rank/Grade	Date of Counseling
Smurf, Papa	CDT	
Organization	Name and Title of Counselor	
Seton Hall University Army ROTC Pirate Battalion	CDT BN XO	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: <i>(Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)</i>		
Initial Counseling for Duty Position: Cadet Battalion S-1/Adjutant		
PART III - SUMMARY OF COUNSELING		
Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
<p>General:</p> <ul style="list-style-type: none"> o Review duties and responsibilities, OER, Support Form. - Duty Description: CDT Personnel Officer of the Pirate Battalion consisting of over 100 Cadets. Principal staff officer for all matters regarding administration and human resources. Prepares and maintains unit strength reports, rosters, and records. Maintains bulletin boards, photo archives, sends out invitations, and ensures cadet organization are current and manned. Ensures full unit accountability and reports attendance to Cadre. Supervises morale support activities including recreational and fitness activities. Supervises awards program. Supervises administration of discipline. Advises the commander on personnel and administration policies. Lastly, the CDT BN S1 also mentors and counsels the MS III's that are part of the battalion. <p>Expectations:</p> <ul style="list-style-type: none"> - Be a leader within the Pirate BN; mentor those you rate/senior rate; conduct counseling as required and document both positive and negative - Be the subject matter expert in your area - Set the example on and off duty - Think two levels up - Above all, always do your best <ul style="list-style-type: none"> o Attend PT routinely; it is important for cadets and other cadre to see unit leaders set the example; maintaining physical fitness is an individual responsibility and you may need to conduct PT on your own as needed. o PT is on M, W, and F from 0700-0800. Leadership Lab is on FRI from time; attendance at weekend LTX is mandatory; attendance at social events, like the military ball, is highly encouraged; Cadet support to extracurricular events, such as SHU Basketball, commencement, etc. is highly encouraged and should rotate amongst the equally; ensure that you email, call, or text if you have appointments or errands. o I am always available and have an open door if you need anything. o Please let me know if there is anything that I can do better. <p>Areas to focus:</p> <ul style="list-style-type: none"> o Using the philosophy of mission command within the S1 Section. Delegate tasks utilizing equity of labor, strengths, etc. o Develop SOPs for awards. Develop accountability system that Cadre Instructors can use for participation grade purposes. o Develop rosters that can be used by both Cadre and Cadets (i.e. sortable by either Cadet Organization and MS Level). <p>Personal:</p> <ul style="list-style-type: none"> o Any issues to discuss (medical, personal, work-related, etc.): o Professional goals: o Personal goals: o Education goal (military/civilian): 		
OTHER INSTRUCTIONS		
This form will be destroyed upon: reassignment <i>(other than rehabilitative transfers)</i> , separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		

Example of a Professional Growth based counseling: Initial for Duty Position
(Front)

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

- o Develop rosters that can be used by both Cadre and Cadets (i.e. sortable by either Cadet Organization and MS Level) ASAP, but NLT 12 Sep 14.
- o Develop SOPs for awards. Develop accountability system that Cadre Instructors can use for participation grade purposes ASAP, but NLT 1 Oct 14.
- o Develop and continue to refine your OER Support Form, will review during initial counseling during the third week of the semester.
- o Mentor peers and subordinates while collaborating with the members of my team.
- o Provide initial and end of duty position counseling to MS III Cadets assigned.

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:

- o I will execute the duties and responsibilities of my duty position to the best of my ability.
- o I will use the principles of mission command while executing my duties and responsibilities.
- o I will seek out tasks to improve and enhance my leadership knowledge, skills, and attributes.
- o I will serve as a mentor to MS III Cadets; specifically I will mentor and counsel Cadet(s) assigned to me on a regular basis.

Signature of Individual Counseled: _____ Date: _____

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

- o Ensure that the BN CDT roster has been generated NLT 12 SEP 14 by the CDT BN S1.
- o Ensure the CDT BN S1 has produced the remaining products NLT 1 OCT 14.
- o Counseling at mid-term if required.
- o Counseling at end of semester.

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.

Example of a Professional Growth based counseling: Initial for Duty Position
(Back)

DEVELOPMENTAL COUNSELING FORM		
For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name (Last, First, MI)	Rank/Grade	Date of Counseling
Joe, Ranger	CDT MS I	31 Jan 2014
Organization	Name and Title of Counselor	
Seton Hall University Army ROTC Pirate Battalion	CDT MS III / CDT PL	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)		
Event oriented: Spring 2014 Initial Semester Mentor to Mentee Counseling		
The purpose of this initial counseling is to inform CDT Joe of the SHU Army ROTC expectations and guidelines of the ROTC program. This counseling will assist CDT Joe to develop a plan of action with his mentor to ensure that he is successful in understanding what Army ROTC is, SHU Pirate BN expectations and achieving short and long term goals.		
PART III - SUMMARY OF COUNSELING		
Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
-SHU Army ROTC expectations are to have proper military ATTITUDE at ROTC events and always take INITIATIVE with all and manage all your TIME appropriately. Work as a team with your classmates and the Cadet Chain of Command and develop a motivating and hard working student, Cadet, and person as a whole.		
-ACADEMIC standards of at least a 3.0 GPA is expected. To ensure this make sure you use all resources available to you on the SHU campus and/or ROTC advisors. This includes working with other Cadets with the same major to leaving early from lab to meet a professor for advising or test review. Make sure you use your time wisely though and this does not form into a habit. Academics are of the utmost importance and should be priority in your college tenure.		
-APFT Standards of a minimum of 270 overall score and 300 is attainable. Use your time wisely at PT sessions by putting all the amount of effort you can into it so as to increase your performance next time around. Do not do the minimum during this time period either. If you are told to complete 20 pushups do 25. Remember that self-discipline begins with physical training and can cultivate your lifestyle with motivation and a healthy longer life span.		
-ATTENDANCE is extremely important; if you are going to be absent ensure that you contact your instructor and Cadet Chain of command. In order for our program to work at its best you have to be there. Strive for perfect attendance and you will gain more insight and knowledge that can help your Cadet performances. You should meet all hard times given by being present to all formation etc. 15 minutes prior.		
-MILITARY BEARING needs to be displayed at all times. You are not only representing SHU ROTC, but also the US Army. When speaking to Cadre you will stand at parade rest to SGT (SGT, SFC, MSG, CSM) and at parade rest to all officers and ensure proper customs and courtesies that they deserve. Report to offices of cadre with same respect which will show display your discipline and respect towards them as well.		
-UNIFORMS have to be worn to PT, classes, and labs unless otherwise specified. Ensure that you are within the guidelines of AR 670-1. Your uniform needs to be presentable at all times. At no time should your uniform fall below standards. Also, you need to make sure you are in the correct uniform for the mission. If you are unsure of the correct uniform, contact your Squad Leader or myself and I will provide you with that information.		
-LEADERSHIP DEVELOPMENT PROGRAM: Mentoring, Mentees, Leadership positions during semester, Contracting/Scholarship interests, CLC & CIET, Interest in Schools.		
-Key Dates- BN Calendar: Labs, FTX, Land Nav		
-Personal Issues- Work, family, finances, time management, etc.		
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.		

Example of a Professional Growth based counseling: Mentor to Mentee
(Front)

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

- o Provide me a list of 5 task you wish to accomplish this semester NLT 2 FEB 2012. For instance, APFT score 270 or above, GPA 3.2, join a sports team, etc...
- o Perform your duties as an MS I to standard. This includes, but is not limited to, the specifics outlined in the MSL 101 syllabus and your assignment as a member of the PLT Squad.
- o Ensure contact information is accurate and up to date, send accurate and/or corrected information to your cadet COC; check e-mail twice weekly.
- o Attend all PT sessions and attain a minimum of 270 on the Record APFT (6 APR 14).
- o Make absolutely sure that you adhere to Army Values and the Warrior Ethos. Failure to maintain Army Values by academic or civil misconduct (or any other reason) will immediately disqualify you for commissioning.
- o Meet the requirements as specified in the Cadet Contract.
- o Keep on top of your grades; you may choose Grad School later and better grades now make it easier.

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:

- o Discussed initial spring semester counseling - SHU Army ROTC expectations and responsibilities as a ROTC MS I Cadet.
- o Discussed the plan of action on how to meet the MS I expectations and responsibilities.

Signature of Individual Counseled: _____ Date: _____

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

- o Discuss CDT Joe's 5 tasks he wishes to achieve this semester NLT 2 FEB 15.
- o Ensure CDT Joe meets with me once a month for Mentor to Mentee counseling.
- o Ensure CDT Joe's CDT COC is properly instructing, mentoring and providing ROTC knowledge throughout the spring semester.

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.

Example of a Professional Growth based counseling: Mentor to Mentee
(Back)

DEVELOPMENTAL COUNSELING FORM For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name (Last, First, MI)	Smith, Joe	Rank/Grade CDT / MS III
Organization	Name and Title of Counselor	
Seton Hall University AROTC, Pirate Battalion	CDT CDR	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)		
Event oriented: Academic Warning / Mentorship		
PART III - SUMMARY OF COUNSELING		
Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
This is an academic warning if your GPA drops below the standard. You are a contracted Cadet and your semester or cumulative GPA cannot fall below the 2.0 standard. Had your GPA fallen below the 2.0 standard, you would have received an Academic Probation counseling from the PMS.		
In which, you would have been placed on your first probation for failure to achieve a school semester term GPA of 2.0 during the Fall 2014 semester. At which point, you would be in jeopardy of being disenrolled if you did not receive a cumulative GPA of a 2.0 in order to be eligible to commission. This would be in direct violation of Cadet Command PAM 145-4, Chapter 5, paragraph 5-4a(2), and paragraph 5-13a(1).		
The required semester GPA is 2.00; your Fall 2014 GPA was 2.41 (two D's (ANSC 314-Swine Production and CHEM 313-Organic Chemistry), one C (ANSC 314-Swine Production), three A's (A ST 311- Statistical Application and MSC 401 and 401L -Military Science), and a cumulative GPA of 3.04; therefore I am giving you an Academic Warning for the Spring 2015 semester.		
You must adhere to the provisions of your Cadet Contract (DA Form 597 or 597-3). If you violate your contract, the PMS will counsel you - probation or suspension, or he may decide to disenroll you from the program. Disenrollment may result in your separation from military service, reversion to your National Guard, Army Reserve, or Active Duty enlistment contract, or service on active duty as an enlisted Soldier. Scholarship students may be required to pay back all scholarship money received.		
Remember, this is just an initial warning to ensure you stay on track academically.		
Academic advisor/Guidance counselor - how often do you visit them for guidance and or assistance? You might have an overload of classes, work, sports, etc... and not enough time.		
Time management is key to having a successully student, military and professional career - do you use a weekly calendar and how do you plan for the week?		
Academic assistance - SHU offers plenty of resoures, such as tutoring, if you are having difficulty in a particular subject. You can also seek assistance from your peers (both ROTC and SHU students).		
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.		

Example of an Event-Oriented counseling: CDT Academic warning (front)

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

- Set up an appointment to meet with your academic advisor/guidance counselor NLT 31 Jan 2015 to determine if you can drop a class that will have no impact on your graduation date and commissioning requirements as per the CC Form 104-R.
- You will detail out which academic classes (to include semester test scores and overall grade) you are having a difficult time with and provide me a list NLT 06 FEB 15.
- You will determine which 1 or 2 classes you need assistance and seek assistance from SHU tutors and/or peers NLT 11 FEB 15.
- You will advise me on a montly basis of your test grades - 28th of each month.

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:

- You have been advise on your initial Academic Warning counseling - you must maintain a GPA 2.0 or higher.
- If your GPA drops below 2.0, the PMS will conduct an Academic Probation counseling which can lead to ROTC suspension or disenrollment.
- You will extecute the Plan of Action - meet with an academic advisor, determine which classes you need assistance, provide me a list of all your classes as listed above, seek tutoring and provide me feedback once a month.

Signature of Individual Counseled: _____ Date: _____

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

- Discuss with you outcome of your meeting with the academic advisor NLT 31 JAN 15.
- Following counseling - discuss academic classes, test scores and grades - NLT 06 FEB 15.
- Discuss dates and subject in which you are getting tutored - NLT 11 FEB 15.
- The 28th of every month an academic SITREP is due to me for discussion.

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.

Example of an Event-Orient counseling: CDT Academic warning (back)

DEVELOPMENTAL COUNSELING FORM		
For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name (Last, First, MI)	Speed, High	Rank/Grade CDT MS II
Organization	Date of Counseling	
Seton Hall University Army ROTC, Pirate Battalion	Name and Title of Counselor CDT PL	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)		
Event oriented counseling.		
- Deficient attendance record IAW SHU Pirate Battalion Attendance Policy Memorandum.		
- Attendance is mandatory for PT, labs, training events and all MS Classes for contracted Cadets.		
PART III - SUMMARY OF COUNSELING		
Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
o Cadet is being counseled for failure to be at their appointed place of attendance at the prescribed time IAW SHU Pirate Battalion policy memorandum.		
o The following actions could take place if delinquent attendance continues:		
Contracted Cadets: Two Unexcused absences from any mandatory training, may result in the possibility of the contracted Cadet being placed into a probation or suspension status for that semester. If there are three unexcused absences it may result in losing one letter grade for their MS Class final grade for that semester and/or probation/suspension as mentioned above. If there are four or more unexcused absences in the same semester, the contracted Cadet may receive a failing grade for the class and his or her performance file and attendance record will be reviewed to determine whether he or she will remain a cadet in good standing, to include possible revocation of scholarship benefits and/or disenrollment from ROTC.		
Record of delinquent attendance: Class <u> 1 </u> Lab <u> </u> PT <u> </u> Training Events <u> </u>		
You are hereby counseled for the above indicated misconduct and/or unsatisfactory duty performance IAW Cadet Command Regulations, 2nd Brigade policy, and SHU policy. Failure to achieve and maintain minimum ROTC standards with regard to attendance requirements may result in reduced grade or failure for the class and the suspension of other favorable actions to include opportunities to attend developmental schooling, scholarship financial support, stipend income, or funded room and board.		
o In addition, you are to make an appointment with your MS class instructor to receive a counseling from him/her. Your MS class instructor and the PMS will impose the disciplinary actions against you.		
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.		

Example of an Event-Oriented counseling: Failure of Attendance, Contracted CDT (front)

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

- o Cadet will create a weekly calendar utilizing Backward planning of his weekly classes, sports, job, etc...and provide me a copy NLT Monday of each week for review and discussion.
- o Cadet will be at all classes, PT, labs, and training events IAW the SHU attendance policy letter.
- o Cadet will notify the Cadet Chain of Command immediately if there is the possibility of being absent 1 day prior or 1 hour prior being late to the following, classes, PT, labs, and training events.

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:

- o Counseled Cadet on his unexcused attendance, and advised him of his rights, plan of action and the timeline.
- o Cadets unexcused attendance - if continues, grades will be lowered.
- o Plan of action to take - generate a weekly calendar to discuss with me, attend all training events and communciate to your cadet chain of command if you will be late or not be attending training.

Signature of Individual Counseled: _____ Date: _____

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

- o Follow-up and discuss weekly calendar.
- o Continue to provide all required training opportunities and note the attendance, participation, and progression of Cadet.
- o Continue to extend the already-flexible learning arrangement for the Cadets in the Military Science Program.
- o Provide purpose, direction, and motivation, guidance and mentoship to the Cadet.

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.

Example of an Event-Orient counseling: Failure of Attendance, Contracted CDT (back)

DEVELOPMENTAL COUNSELING FORM For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name (Last, First, MI)	Griffin, Stewy	Rank/Grade CDT MS II
Organization	Name and Title of Counselor	
Seton Hall University Army ROTC, Pirate Battalion	CDT PL	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)		
Event oriented performance counseling.		
o Deficient attendance record IAW SHU Pirate Battalion Attendance Policy Memorandum.		
o Attendance is mandatory for all MS Classes for participating Cadets. PT, labs, and training events are highly encouraged for all participating Cadets and may result in extra credit. In addition it may prove favorable for the participating Cadet when seeking an ROTC contract or competing for an ROTC or other scholarship.		
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
o Cadet is being counseled for failure to be at their appointed place of attendance at the prescribed time IAW SHU Pirate Battalion policy memorandum.		
o The following actions could take place if delinquent attendance continues:		
Participating Cadet: Three unexcused absences may result in losing one letter grade in their MS Class final grade for that semester. More than three unexcused absences will result in a letter grade reduction for each additional class missed. Five or more absences will result in failure of the MS Class and forfeiture of consideration of being contracted or receiving scholarship.		
Record of delinquent attendance: Class <u> 1 </u> Lab <u> </u> PT <u> </u> Training Events <u> </u>		
You are hereby counseled for the above indicated misconduct and/or unsatisfactory duty performance IAW Cadet Command Regulations, 2nd Brigade policy, and SHU policy. Failure to achieve and maintain minimum ROTC standards with regard to attendance requirements may result in reduced grade or failure for the class and the suspension of other favorable actions to include opportunities to attend developmental schooling, scholarship financial support, stipend income, or funded room and board.		
o In addition, you are to make an appointment with your MS class instructor to receive a counseling from him/her. Your MS class instructor and the PMS will impose the disciplinary actions against you.		
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, JUL 2014

PREVIOUS EDITIONS ARE OBSOLETE.

APD LF v1.03EB

Example of an Event-Orient counseling: Failure of Attendance, Participating CDT (Front)

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

- o Cadet will create a weekly calendar utilizing Backward planning of his weekly classes, sports, job, etc...and provide me a copy NLT Monday of each week for review and discussion.
- o Cadet will be at all classes IAW the SHU attendance policy letter.
- o Cadet will notify the Cadet Chain of Command immediately if there is the possibility of being absent 1 day prior or 1 hour of being late to the following; classes, PT, labs, and training events.

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:

- o Counseled Cadet on his unexcused attendance, and advised him of his rights, plan of action and the timeline.
- o Cadets unexcused attendance - if continues, grades will be lowered.
- o Plan of action to take - generate a weekly calendar to discuss with me, attend all training events and communciate to your cadet chain of command if you will be late or not be attending training.

Signature of Individual Counseled: _____ Date: _____

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

- o Follow-up and discuss weekly calendar
- o Continue to provide all required training opportunities and note the attendance, participation, and progression of Cadet
- o Continue to extend the already-flexible learning arrangement for the Cadets in the Military Science Program.
- o Provide purpose, direction, and motivation, guidance and mentoship to the Cadet.

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.

Example of an Event-Orient counseling: Failure of Attendance, Participating CDT (Back)

DEVELOPMENTAL COUNSELING FORM		
For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name <i>(Last, First, MI)</i>	Rank/Grade	Date of Counseling
McRanger, Hooah CDT MS III	CDT PL	05NOV14
Organization	Name and Title of Counselor	
SHU, Pirate BN, A Co / 2 PLT	McEagel, Swoopes CDT CPT, A CO CDR	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: <i>(Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)</i>		
Brief A PLT order & inform me of the time /place when giving order (I must be present). Plan & execute all training for your PLT with special focus on the 11 NOV Lab where you'll be preparing & training SQDs for competition at the following lab. Maintain strong communications with your CO, PSG, SLs. Conduct Spot checks w/ junior members of the PLT to ensure information is being disseminated. Accountability – know total # of personnel assigned & present at all events. Take responsibility for setting conditions for maximum success, preparation & PLT esprit de corps.		
Utilizing S.T.A.R format, Situation, The first line indicates what your job was (CO, XO, PL, etc.) followed by the dates you performed your duties, the number of cadets you were in charge of, and the type of training that was conducted.		
Task, This line is reserved for what your job was (You could have more than 1 task).		
Action The action should be about a specific action you took in order to prepare and/or execute your mission (You could have more than 1 action).		
Result This line is reserved for the conclusion of your actions		
PART III - SUMMARY OF COUNSELING		
Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
Mentored Leader uses labeled STAR (Situation, Task, Actions, Results) format to describe leadership.		
S: PL of 28 cadets from 06 NOV to 20 NOV 14.		
T: Disseminate order for this leadership position and rotation.		
A: Attended CO/XO/ISG brief via phone.		
A: Developed PLT strategy, operational training plans for labs, to include the train-up lab.		
A: Prepared order & briefed SLs after PT on a Wednesday.		
A: Conducted a spot check w/ 2 MS I's 2 days later to see if order was disseminated down.		
T: Ensure SQDS are prepared for BN Competition lab.		
A: Via online chat, met with PSG & SLs to look at the lab outcomes to determine which overall training events the PLT needs the most training on – initiated a plan to conduct train-up events after PT.		
A: Selected 4 cadets from the PLT to be mock-evaluators and tasked a MS III to make "Smart Cards" of reports & skills to send to all the members of the PLT.		
A: Participated in my PLT's training during lab to get understanding of my PLT's members and prepare myself for the BN competition.		
R: All SQDS were confident in their and the PLT's abilities to work as a team heading into the BN competition.		
S: MS III TL in PLT missed PT 3xs in 2 weeks.		
T: Find out if there are any personal or school issues going on, counsel him and get him back on track.		
A: Notified his SL – counsel the CDT TL and asked for follow up report NLT 8 NOV 14.		
R: Found out about a 3rd work shift schedule conflict. I made sure the CO/XO/ISG knew to note this on the attendance tracker.		
OTHER INSTRUCTIONS		
This form will be destroyed upon: reassignment <i>(other than rehabilitative transfers)</i> , separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		

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

- o You will generate a training calendar for next semester with all the Pirate Battalions key training events, suspense dates and any other key activity the BN is doing. To include suspense dates for Weekly Training schedule (the week of training and the week prior for review by the CDT BN CO & XO) NLT 2 FEB 2015.
- o You will also turn-in Weekly Training schedules 1 week prior it's suspense date for review and or approval by the CDT BN CO & XO, this will be noted on your training calender NLT 2 FEB2015.
- o If there are errors you will correct them and return it to Cadet S1 and forward to the CDT BN XO in a timely manner.
- o You will complete all future tasking and assignments 1 week prior of the suspense given. You will ensure CDT BN COC is emailed upon compleiteing tasking and/or assignment 1 week prior.
- o You will brief me on why it is important to live and demonstrate the Army Values and what happens when a soldier fails NLT 10 FEB 2015.

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:

- o CDT Iron has failed to meet key CDT BN suspense dates critical to the CDT BN weekly training.
- o In doing so, he has failed to comply with the Army Values - Duty, Loyalty and Respect.
- o CDT Iron was advised of his rights and possible disciplinary actions that his actions could bring.
- o CDT Iron and discussed the Plan of Action focusing on better time management via a CDT BN Semester training calendar to meet suspense dates.
- o The Plan of Action is also to brief the importance of the Army Values.

Signature of Individual Counseled: _____ Date: _____

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

- o 2 FEB 2015 CDT Iron will present his Spring Semesters training calendar to CDT COC and myself - discuss and review.
- o 2 FEB 2015 CDT Iron will also turn-in his first weekly training schedule to CDT COC and myself - discuss and review.
- o Cadet Leadership must stay involved, interested and mentor the Cadet's improvement & facilitate a learning environment.
- o NLT 10 FEB 2015 CDT Iron will present his Army Values brief to discuss to the CDT COC and myself.

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.

DEVELOPMENTAL COUNSELING FORM For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name <i>(Last, First, MI)</i>	Rank/Grade	Date of Counseling
Juan, Don	Cadet / MS III	
Organization	Name and Title of Counselor	
Seton Hall University Army ROTC Pirate Battalion	CDT PSG	
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: <i>(Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)</i>		
Performance based counseling: o On 29 January 2014 CDT Juan failed a record APFT, failing the run portion of the test IAW FM 7-22; 16:00, 59 points (15:54, 60 minimum), he performed 83 p/u (100 points) and 68 s/u (84 points). Cadet Juan did have a knee injury prior to the semester beginning.		
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
Cadet Juan, this counseling session will focus on your performance in the 29 January 2014 APFT and your failure to pass the run event in which you scored 59 points in completing the run in 16:00 when IAW FM 7-22 to pass the run event you need 60 pts achieved in a run time of 15:54.		
It is unacceptable for a Cadet in my company and this program to fail an APFT, even more so for a MSIII who is preparing to attend CLC this summer.		
I do recognize that you had a knee injury in the last semester, but you have not advised any of the cadet chain of command nor any cadre that this is an issue and that it prevented you from being able to run or perform PRT or a APFT.		
You are coming off a long winter break from school and I do not have any doubt that you allowed your physical fitness to slip. I will make this perfectly clear, it is unacceptable to fail an APFT, it will not be accepted, and if you don't pass the next APFT on 15 Apr 14, further action will be taken against you by the ROTC cadre.		
You will have 90 days from this counseling statement to take and pass the APFT.		
Possible Cadre Actions: - failure to meet standards established in FM 7-22, AR 600-9 and the oral and written guidance that result from any failure to meet those established standards can result in disenrollment from the ROTC program. Additionally, you can be placed on academic probation or administrative suspension, which would result in loss of all monetary benefits for the semester or semesters until you prove that you can meet the standards. You can be found to have breached your contract and could be required to pay back any monetary awards or stipends that you have received, this includes but is not limited to: scholarship funds, book allowances, housing covered due to your participation in ROTC and monthly stipends you have received. It is imperative you meet and maintain all standards and academic requirements and that you maintain honest and timely communication with your chain of command and Cadre members.		
In addition, make an appointment with your MS class instructor to receive counseling from a cadre member regarding your APFT failure. Your MS class instructor and the PMS will impose the disciplinary actions against you.		
OTHER INSTRUCTIONS		
This form will be destroyed upon: reassignment <i>(other than rehabilitative transfers)</i> , separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		

Example of a Performance based counseling: APFT Failure
(Front)

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

- o CDT Juan will have 90 days to pass a record APFT; in 30 days from today you will be administered a diagnostic APFT; 30 days from that time, you will be administered a second diagnostic APFT; 30 days from that date you will be administered a record APFT, if you fail this APFT, you will be counseled again by me followed by a cadre member (SMI or PMS) whom will imposed disciplinary action against you which could lead to disenrollment from the ROTC program.
- o CDT Juan will develop a Physical Fitness Plan that you will execute on your own - focus on your run, NLT 2 FEB 14 we will discuss.
- o CDT Juan will conduct remedial PRT and remedial PT with the MSIVs starting 30 JAN 14.
- o CDT Juan can request to be administered a record APFT at any time, understand that if you do so you will it will be completely voluntary, free of any pressure from the Cadre chain of command, and that you would be doing so with the knowledge that it would invalidate the timeline described above that you are entitled to.

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:

- o Counseled Cadet Juan on his APFT failure, not passing the run event, and advised him of his rights, plan of action and the timeline.

Signature of Individual Counseled: _____ Date: _____

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

- o Starting 30 days from today to take a DAPFT, another 30 days later leading to the final 30 days to take a record APFT.
- o NLT 30JAN14 supervise Cadet Juan PRT to ensure he is given every opportunity to correct his deficiency & improve his run.
- o NLT 2FEB14 review and discuss Cadet Juan's Physical Fitness plan.
- o Administer or coordinate with cadre to administer diagnostic and record APFT(s).
- o mentor Cadet Juan to help him achieve better physical fitness and to pass his APFT.

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.

DEVELOPMENTAL COUNSELING FORM		
For use of this form, see ATP 6-22.1; 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.	
PRINCIPAL PURPOSE:	To assist leaders in conducting and recording counseling data pertaining to subordinates.	
ROUTINE USES:	The DoD Blanket Routine Uses set forth at the beginning of the Army's compilation of systems or records notices also apply to this system.	
DISCLOSURE:	Disclosure is voluntary.	
PART I - ADMINISTRATIVE DATA		
Name <i>(Last, First, MI)</i>	Iron, Mike	Rank/Grade Cadet/MS-IV
Organization	Seton Hall University Army ROTC Pirate Battalion	Date of Counseling
		Name and Title of Counselor CDT BN XO
PART II - BACKGROUND INFORMATION		
Purpose of Counseling: <i>(Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.)</i>		
Performance Counseling		
Failure to follow instructions, in that you did not fulfill your obligation and duty to turn the SHU weekly training schedule into Cadet Smith the CDT BN S1. This is not the first incident involving Cadet Iron missing a suspense or fulfilling his/her duty/obligation/responsibilities to SHU AROTC Pirate Battalion.		
Failure to comply with the Army Values.		
PART III - SUMMARY OF COUNSELING		
Complete this section during or immediately subsequent to counseling.		
Key Points of Discussion:		
Cadet Iron,		
<p>You are being counseled on the above mentioned poor performance of your duty as a Senior Cadet in the SHU AROTC program. As a contracted cadet, you have an obligation to complete tasks assigned to you by the cadet battalion leadership and the cadre. The training schedule is an important tool that provides cadets with predictability and expectations. It assists the organization to maintain good order, discipline, and timely and quality training. Cadet Iron, as a future officer that may commission very soon, you cannot perform in this manner. Performance and negligence such as this is not and will not be tolerated. It demonstrates that you may have an apathetic attitude toward what is required of you and a non-existent attention to detail. If you do not understand what is required of you, then you must ask. That is your responsibility! As an ROTC Cadet you will not neglect your responsibilities. You have demonstrated a failure of the following Army Values; Loyalty, you did not bear true faith and allegiance to the Army, your superiors, or your peers and subordinates; Duty, you did not fulfill your obligation to complete your task; Respect, you did not respect your peers or seniors to do what was needed to ensure they were informed.</p> <p>You are hereby counseled for the above indicated misconduct and/or unsatisfactory duty performance IAW Cadet Command Regulations, 2nd Brigade policy, and SHU Pirate Battalion policy. Failure to achieve and maintain minimum ROTC standards with regard to Cadet Command policies and regulations, SHU PirateBattalion policy letters pertaining to academic achievement, APFT standards, attendance requirements, or breach of conduct may result in reduced grade or failure for the class and the suspension of other favorable actions to include opportunities to attend developmental schooling, scholarship financial support, stipend income, or funded room and board. In addition, substandard performance or transgression in any of the above mentioned areas could result in termination, disenrollment, or elimination for consideration from or into the ROTC program. You may also be liable to repay any scholarship or monies paid for failure to fulfill the contract obligations. If you are disenrolled in could have a negative affect on your future if a background check is required. Future employers may think unfavorable of a disenrollment for disciplinary reasons.</p>		
OTHER INSTRUCTIONS		
This form will be destroyed upon: reassignment <i>(other than rehabilitative transfers)</i> , separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.		

DA FORM 4856, JUL 2014

PREVIOUS EDITIONS ARE OBSOLETE.

APD LF v1.03E8

Example of a Performance based counseling: Failure to fulfill CDT Leadership role (Front)

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

- o You will generate a training calendar for next semester with all the Pirate Battalions key training events, suspense dates and any other key activity the BN is doing. To include suspense dates for Weekly Training schedule (the week of training and the week prior for review by the CDT BN CO & XO) NLT 2 FEB 2015.

- o You will also turn-in Weekly Training schedules 1 week prior it's suspense date for review and or approval by the CDT BN CO & XO, this will be noted on your training calender NLT 2 FEB2015.

- o If there are errors you will correct them and return it to Cadet S1 and forward to the CDT BN XO in a timely manner.

- o You will complete all future tasking and assignments 1 week prior of the suspense given. You will ensure CDT BN COC is emailed upon completeing tasking and/or assignment 1 week prior.

- o You will brief me on why it is important to live and demonstrate the Army Values and what happens when a soldier fails NLT 10 FEB 2015.

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:

- o CDT Iron has failed to meet key CDT BN suspense dates critical to the CDT BN weekly training.
- o In doing so, he has failed to comply with the Army Values - Duty, Loyalty and Respect.
- o CDT Iron was advised of his rights and possible disciplinary actions that his actions could bring.
- o CDT Iron and I discussed the Plan of Action focusing on better time management via a CDT BN Semester training calendar to meet suspense dates.
- o The Plan of Action is also to brief the importance of the Army Values.

Signature of Individual Counseled: _____ Date: _____

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

- o 2 FEB 2015 CDT Iron will present his Spring Semesters training calendar to CDT COC and myself - discuss and review.
- o 2 FEB 2015 CDT Iron will also turn-in his first weekly training schedule to CDT COC and myself - discuss and review.
- o Cadet Leadership must stay involved, interested and mentor the Cadet's improvement & facilitate a learning environment.
- o NLT 10 FEB 2015 CDT Iron will present his Army Values brief for discussion with the CDT COC and myself.

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.

Example of a Performance based counseling: Failure to fulfill CDT Leadership role
(Back)

Assessment

All Pirate Battalion Cadets will receive an initial counseling on the Cadet Evaluation Report (CER) Support Form. Cadre may also supplement or add to the initial counseling on a DA4856. Cadets will then complete their portion of the CER Support form establishing their goals and objectives for the semester. Cadet's respective instructor will review Cadet's support form goals and objectives and make adjustments as needed. Cadets will then receive a midpoint counseling on their CER Support form at the midterm point. Midterm counseling's will be utilized to provide candid feedback to Cadets on their performance for that time period. Instructors will use the midterm counseling as a tool to mentor Cadets and to facilitate the cadet's developmental process. Instructors may also give supplemental counseling's on a DA 4856 or verbally as they deem necessary throughout the course of the semester. At the end of the semester each Cadet will receive a Cadet Evaluation Report (CER) from their respective instructor. The CER will provide individual Cadets with an assessment of their performance for semester and ensure Cadets are developing in congruence with their respective year group's outcomes. Instructors will handoff each Cadet's counseling packet to the subsequent MS instructor so that the developmental process can continue seamlessly the following academic year.

In addition, Cadets are provided with rotations in leadership roles in a garrison and field environment. The assessments on their performance in the leadership roles are from their direct Cadet chain of command based on the Cadet rating scheme.

The Cadet Evaluation Report rating are as follows:

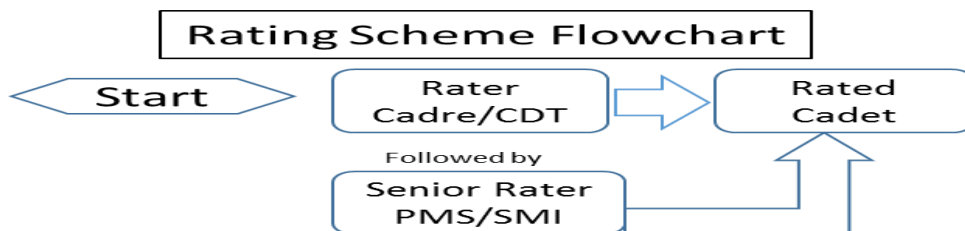
OUTSTANDING – Only the top 15%, If the rated cadet's performance exceeds the performance of the upper one third of rater's cadet's population.

EXCELLENT - The rated cadet's performance exceeds that of the majority of cadet in the rater's cadet population. The rated cadet has exceeded the Army and raters standards

PROFICIENT - This performance is evaluated in terms of the majority of cadets in the population. If the performance assessment is consistent with the majority of cadets being rated by the rater. Meaning that you have met the Army's and rater's standards like 50% of your peers.

CAPABLE - The rated cadet's performance is below the majority of the cadets being rated in the rater's cadet population and the rater believes the rated cadet's should be further developed. The cadet is below the Army and raters standards.

UNSATISFACTORY - The rated cadet's performance is below the majority of officers in the rater's cadet population and the rater does not believe the rated cadet's performance has met standards required of an Army officer.



Pirate Battalion Rating Scheme

CDT Battalion Top Three

RATED CDT NAME & RANK, POSITION TITLE	SECTION	RATER NAME, RANK, POSITION TITLE,	SENIOR RATER NAME, RANK, POSITION TITLE,
CDT BN CDR	CDT BN COC	SHU PMS	
CDT BN XO	CDT BN COC	SHU PMS	SHU PMS
CDT BN CSM	CDT BN COC	SHU PMS	SHU SMI

CDT Battalion Staff

RATED CDT NAME & RANK, POSITION TITLE	SECTION	RATER NAME, RANK, POSITION TITLE,	SENIOR RATER NAME, RANK, POSITION TITLE,
CDT BN S1	CDT BN COC	CDT BN XO	SHU PMS
CDT BN S2	CDT BN COC	CDT BN XO	SHU PMS
CDT BN S3	CDT BN COC	CDT BN XO	SHU PMS
CDT BN S4	CDT BN COC	CDT BN XO	SHU PMS
CDT BN S5	CDT BN COC	CDT BN XO	SHU PMS

CDT Company

RATED CDT NAME & RANK, POSITION TITLE	SECTION	RATER NAME, RANK, POSITION TITLE,	SENIOR RATER NAME, RANK, POSITION TITLE,
CDT CO CDR	CDT CO COC	CDT BN CDR	SHU PMS
CDT CO 1SG	CDT CO COC	CDT CO CDR	SHU SMI
CDT CO XO	CDT CO COC	CDT CO CDR	SHU PMS

CDT Platoon

RATED CDT NAME & RANK, POSITION TITLE	SECTION	RATER NAME, RANK, POSITION TITLE,	SENIOR RATER NAME, RANK, POSITION TITLE,
CDT PL	CDT PLT COC	CDT CO CDR	SHU PMS
CDT PSG	CDT PLT COC	CDT CO 1SG	SHU MS III Instructor
CDT SL	CDT PLT COC	CDT CO 1SG	SHU MS III Instructor

CDT Squad

RATED CDT NAME & RANK, POSITION TITLE,	SECTION	RATER NAME, RANK, POSITION TITLE,	SENIOR RATER NAME, RANK, POSITION TITLE,
CDT SL	CDT PLT COC	CDT PL	SHU MS III Instructor
CDT TL	CDT SQD COC	CDT SL	SHU MS II Instructor
CDT	SQD	CDT TL	SHU MS I Instructor

**CADET'S LEADERSHIP POSITIONS SIGNIFICANT DUTIES AND RESPONSIBILITIES:
ROTC CDT CMD Form 67-10-1A OCT 2014 Officer Evaluation Report Support Form PART IV -
RATED CADET - DUTIES AND RESPONSIBILITIES & ROTC CDT CMD Form 67-10-1 Cadet Officer
Evaluation Report Form PART III – Leadership positions**

Principal Duty Title: CDT BN Commander MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:

- CDT Commander of the Pirate Battalion consisting of over 100 Cadets. Commands the corps of Cadets, and sets the example, and leads the way by attending all training events. Via Mission Command provides guidance and direction; delegates responsibilities to commanders and staff to execute assigned missions by delineating responsibilities, expectations, and training objectives. Leads by example. Builds an effective chain of command and develops a positive command climate. Communicates intent and empowers subordinates to act appropriately to accomplish missions. Supervises the CDT Battalion XO, S3, CSM, company commanders. Directs and supervises the long - range planning of major events and activities. Sets suspense's and enforces standards. Supervises and evaluates the execution of plans. Responsible for health, welfare, morale, and discipline of the battalion. Executes the guidance of the PMS and cadre. Inspects and ensures orders and policies are followed.

Principal Duty Title: CDT BN Command Sergeant Major – BN CSM MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:

- CDT Battalion Command Sergeant Major (CSM) of the Pirate Battalion consisting of over 100 Cadets. Serves as the Cadet Battalion Commander's expert on cadet-enlisted matters and serves as an intermediary between the Cadet Battalion Commander, Cadet NCOs, and enlisted members. Principal advisor to the commander on the state of morale, discipline, and training of Cadets within the battalion. Works with battalion to ensure that: correct information about training, special events, etc. is passed up and down the chain of command - Cadets improve their professional appearance both in uniform and of with ROTC facilities and equipment. CDT CSM also oversees the training and performance of the Color Guard at special events, ensures formations and drill and ceremony are executed in accordance TC 3-21.5, runs the flag duty detail, fosters unit Esprit de Corps, and attends weekly battalion command and staff meetings, and performs all other duties as assigned by the CDT Battalion Commander. Accounts for personnel; prepares morning reports; conducts battalion formations; issues orders/instructions through the NCO chain of command; ensures personal appearance standards are met; conducts drill and ceremonies at the battalion level; supervises maintenance and control of equipment through the Cadet NCO chain. Lastly, the CDT BN CSM also mentors and counsels the MS III's that are part of the battalion.

Principal Duty Title: CDT Executive Officer - BN XO

MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:

- CDT Executive Officer of the Pirate Battalion consisting of over 100 Cadets. Second in command; assumes command in the CDT Battalion Commander's absence. Serves as the Chief of Staff; coordinates the efforts of the Cadet battalion staff and company XOs. Anticipates requirements and directs staff estimate process, then supervises staff planning, coordination, and execution of all specified and implied tasks. Assigns staff proponents for specific tasks. Ensures staff officers maintain continuity folders and pass lessons learned to incoming staff. Ensures staff serves subordinate commanders. Schedules and controls staff meetings. Supervises the implementation of risk management. Ensures that safety briefings are presented at all special events. Supervises all tasks assigned to the staff by the c/BC. Directly supervises the CDT S1, S2, S4, S5, and S6 and synchronizes all the staff. Lastly, the CDT BN XO also mentors and counsels the MS III's that are part of the battalion.

Principal Duty Title: CDT BN Personnel Officer - BN S1

MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:

- CDT Personnel Officer of the Pirate Battalion consisting of over 100 Cadets. Principal staff officer for all matters regarding administration and human resources. Prepares and maintains unit strength reports, rosters, and records. Maintains bulletin boards, photo archives, sends out invitations, and ensures cadet organization are current and manned. Ensures full unit accountability and reports attendance to Cadre. Supervises morale support activities including recreational and fitness activities. Supervises awards program. Supervises administration of discipline. Advises the commander on personnel and administration policies. Lastly, the CDT BN S1 also mentors and counsels the MS III's that are part of the battalion.

**CADET'S LEADERSHIP POSITIONS SIGNIFICANT DUTIES AND RESPONSIBILITIES:
ROTC CDT CMD Form 67-10-1A OCT 2014 Officer Evaluation Report Support Form PART IV -
RATED CADET - DUTIES AND RESPONSIBILITIES & ROTC CDT CMD Form 67-10-1 Cadet Officer
Evaluation Report Form PART III – Leadership positions**

Principal Duty Title: CDT BN Intelligence / Recruiting Ops Officer - BN S2 MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
-CDT Intelligence / Recruiting Operations Officer of the Pirate Battalion consisting of over 100 Cadets. Responsible for assisting in targeted recruiting on campus and marketing new recruiting efforts. Plans, coordinates, and supervises all Cadet-recruiting activities to include mail outs and recruiting booths. Works directly with the Cadre Recruiting Operations Officer. Informs all Cadets of enrollment activities and maintains the cadet recruiting incentive award program. Analyzes university student populations and develops strategies to target great officer candidates. Tracks all matters concerning anti-terrorism / force protection. Responsible for predicting training conditions and providing advance warning of conditions that require adjustments to exercises and activities. Prepares and briefs paragraph 1 (enemy situation and weather data) of all Battalion OPORDS, current events, the weather forecast and maintains the Cadet reference/language library and branch orientation literature. Keeps the CDT S-3 informed of changing conditions that will effect operations research, monitor and report on potential threats to the battalion. Lastly, the CDT BN S2 also mentors and counsels the MS III's that are part of the battalion.

Principal Duty Title: CDT BN Operations Officer – BN S3 MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- CDT Operations Officer of the Pirate Battalion consisting of over 100 Cadets. Responsible for planning and implementing exercises and activities. Writes operation orders and/or Memorandums of Instruction (MOI) for all activities and keeps the CDT BN Commander and staff informed of all operations. Coordinates with other CDT staff sections for required support and supervises Leadership Labs, PT, APFTs, Field Training Exercises, and Leadership Development Positions, Club Activities, and specialty PT events. Additionally, supervises the designation, preparation, and rehearsal of instructors. Prepares weekly training schedules. Directs and supervises the long - range planning of major events and activities and maintains the Long Range Calendar. Develops Mission Essential Task List (METL). Supervises the execution of training. Ensures leadership rotation amongst MS I-III Cadets. Prepares and distributes Warning Orders (WARNOs), Operations Orders (OPORDs) and Fragmentary Orders (FRAGOs). Compiles training records and reports such as After Action Review (AARs). Lastly, the CDT BN S3 also mentors and counsels the MS III's that are part of the battalion.

Principal Duty Title: CDT BN Logistics Officer – CDT BN S4 MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- CDT Logistics Officer of the Pirate Battalion consisting of over 100 Cadets. The CDT S4 is the author of paragraph Four of all battalion OPORDs - Prepares the logistical portion of all OPORDs and MOIs. He/She Is responsible for planning and coordinating logistics for projects, training and activities. The CDT S4 coordinates with the CDT S3, the Cadre S3, and the Cadre S4 to ensure all logistics have been coordinated and to determine if any additional resources are missing and/or needed. In addition, the CDT S4 coordinates with the cadre supply technician to ensure 100 percent accountability of battalion property. Lastly, the CDT BN S4 also mentors and counsels the MS III's that are part of the battalion.

Principal Duty Title: CDT BN Public Affairs Officer – CDT BN S5 MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- CDT Public Affairs Officer of the Pirate Battalion consisting of over 100 Cadets. Responsible for photography, publishing the Pirate BN ROTC training events pictures, cadet accomplishments to the Pirate BN Army ROTC website and Facebook page. In doing so, the CDT BN S5 serves as administrator of the battalion Facebook site and website. The CDT BN S5 also assists in activities involving the ROTC recognition events, the ROTC Alumni and the ROTC Hall of Fame. Coordinates with non-military and media agencies for participation in community activities, advertising campaigns, news releases and feature articles to increase public awareness of the ROTC program. Lastly, the CDT BN S5 also mentors and counsels the MS III's that are part of the battalion.

**CADET'S LEADERSHIP POSITIONS SIGNIFICANT DUTIES AND RESPONSIBILITIES:
ROTC CDT CMD Form 67-10-1A OCT 2014 Officer Evaluation Report Support Form PART IV -
RATED CADET - DUTIES AND RESPONSIBILITIES & ROTC CDT CMD Form 67-10-1 Cadet Officer
Evaluation Report Form PART III – Leadership positions**

Principal Duty Title: CDT Company Commander MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- The CDT CO reports directly to the CDT BC on the morale, welfare, accountability, training, and discipline of the company. The Cadet Company Commander (CDT CO) employs mission command via subordinate leaders to accomplish its mission according to CDT BC's intent and concept. The CDT CO commands the company and is responsible for its day-to-day operations. The CDT CO is responsible for the companies training meetings and he/she plans, organizes, and executes company training. The CDT CO ensures his PL's understands his concept and overall intent of the mission that needs to be executed. In addition, the CDT CO is responsible for ensuring that the MSL I and II Cadets are prepared for their follow-on years of ROTC. Lastly, the CDT CO also mentors and counsels the MS III's that are part of the team.

Principal Duty Title: CDT CO 1SG – First Sergeant MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- The CDT First Sergeant (CDT 1SG) holds company formations IAW Training Circular (TC) 3-21.5 and receives an accurate report from the Cadet PSG's. The CDT 1SG is responsible to organize details to accomplish company tasks. Overall Cadet accountability during all training events is the responsibility of the CDT 1SG. He/She checks Cadet NCOs for job knowledge, military appearance, and knowledge of their subordinates' strengths and weaknesses. During all company training events, the CDT 1SG conducts and supervises training to ensure it meets the Cadet company commander's intent. Lastly, the CDT 1SG also mentors and counsels the MS III's that are part of the team.

Principal Duty Title: CDT CO XO – Executive Officer MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- The CDT Executive Officer (CDT XO) commands the company in the absence of the company commander. In addition, the CDT XO assists the company commander in the performance of his or her duties. To include with planning, organizing, and executing the company training. Lastly, the CDT XO also mentors and counsels the MS III's that are part of the team.

Principal Duty Title: CDT PL – Platoon Leader MSL MS IV

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- The CDT Platoon Leader (CDT PL) is responsible for the platoon's day-to-day operations. It is imperative that the CDT PL employs the platoon to accomplish its mission according to CDT CO's intent and concept. The CDT PL is responsible to the Cadet company commander on all matters concerning the morale, welfare, accountability, training, and discipline of the platoon. It is through higher's mission and intent (2 levels up – Company and Battalion) that the CDT PL plans, organizes and executes the platoon's training. The CDT PL must ensure that the MSL I and II Cadets are prepared for their follow-on years of ROTC. Lastly, the CDT PL also mentors and counsels the MS II's that are part of the team.

Principal Duty Title: CDT PSG – Platoon Sergeant MSL MS IV / MS III

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
- The CDT Platoon Sergeant (CDT PSG) assists the platoon leader and supervises and coordinates with the squad leaders. Upon the absence of the CDT PL, the CDT PSG assumes the role & responsibilities of the CDT PL. The CDT PSG is responsible to hold PLT formations IAW Training Circular (TC) 3-21.5 and maintains accountability for personnel at all times during military functions. At the PLT level, the CDT PSG is responsible to supervise and ensure all squads are conducting training according to standard and supervises pre-combat checks & inspections. Thereby, ensures the PLT is prepared to accomplish mission. Part of his job is to work with the CDT 1SG on the issue, receipt, and accountability of all equipment and supplies for the PLT. Lastly, the PSG also mentors and counsels the MS II's that are part of the team.

**CADET'S LEADERSHIP POSITIONS SIGNIFICANT DUTIES AND RESPONSIBILITIES:
 ROTC CDT CMD Form 67-10-1A OCT 2014 Officer Evaluation Report Support Form PART IV -
 RATED CADET - DUTIES AND RESPONSIBILITIES & ROTC CDT CMD Form 67-10-1 Cadet Officer
 Evaluation Report Form PART III – Leadership positions**

Principal Duty Title: CDT SL – Squad Leader MS III

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
 - The CDT Squad Leader (CDT SL) is responsible to the CDT PSG on all matters concerning the morale, welfare, accountability, training, and discipline of the squad. The CDT SL holds squad formations in accordance with Training Circular (TC) 3-21.5 and ensures the squad is in proper uniform with proper equipment for all training events. During all training events, the CDT SL conducts and supervises the team's training to ensure the team is executing correctly. It is also very important that CDT SL knows each squad member's strengths and weaknesses. Lastly, the CDT SL also mentors and counsels the MS II's that are part of the team.

Principal Duty Title: CDT TL – Team Leader MSL MS III / MS II

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
 - The CDT Team Leader (TL) is responsible to the CDT SL on all matters concerning the morale, welfare, accountability, training, and discipline of the team and ensures the team is in proper uniform with proper equipment for all training events. During all training events, the CDT TL conducts and supervises the team's specific team training. The CDT TL knows each team member's strengths and weaknesses. Lastly, the CDT TL also mentors and counsels the MS I's and II's that are part of the team.

Principal Duty Title: CDT Squad Member MSL MS II / MS I

STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:
 - The CDT Squad Member is the basic element and foundation of the organization. It is the responsibility of the CDT squad member to listen to the CDT Squad Leader (SL) and CDT Team Leaders (TLs), and to arrive at the prescribed place at the proper time, in the proper uniform and with the proper equipment. **SUPPORT OF THE CHAIN OF COMMAND AT ALL TIMES** is essential. Only by being a good follower can Cadets learn to be good leaders.

Developing Goals

Within the Army, every goal you set should—at least in principle—point toward the ultimate end of providing the most efficient, effective use possible of your time, talents, and effort in pursuit of your individual goals.

When developing goals for your unit, consider these points:

- Goals must be realistic, challenging, and attainable
- You must develop a plan of action to achieve each goal
- Goals should ultimately lead to improved self and combat readiness.

The SMART Model

Specific make the goal concrete and clear
Measurable decide how you will measure success in reaching the goal
Achievable keep goals reasonable—milestones are helpful
Realistic consider other factors that may affect the goal
Time-bound make yourself accountable for a specific date

Using this format when setting goals allows you to see where you are going, measure where you are, and see a clear end point. Goals lacking these characteristics are often too vague to get you to achieve your goal. For example, say the goal is *I will do better in my math class*. Well, you want to do better. But how will you measure "better"? How will you know when you have reached "better"? And "better" by what date?

An example of a SMART goal might be: *I will increase my math grade by 1 letter grade (B to A) by the end of the spring semester*. Or perhaps: *I will attain an APFT score of 300 by 15 April 2015*. Notice that these goals have reasonable—and mutually agreed upon—measures, end dates, and specifics for your success.

CADET OFFICER EVALUATION REPORT SUPPORT FORM

The Staff proponent agency is USACC, DoLD-E, G-3

PART I - ADMINISTRATIVE (Rated Cadet)

a. NAME (Last, First, Middle Initial) Smith, John, J.	b. SSN (LAST 4) ***-**-4489	c. COMMISSIONING DATE (YYYYMMDD) 20160519
g. SCHOOL Seton Hall University	h. FICE CODE 11111	i. DEGREE/MAJOR B.A./History

PART II - AUTHENTICATION

a1. NAME OF RATER (Last, First, Middle Initial) Apple, David, J.	a3. RANK MSG	a4. POSITION SMI
b1. RATER'S EMAIL ADDRESS (.gov or .mil) david.j.apple.mil@mail.mil	b3. RATER'S PHONE NUMBER 201-885-9852	b4. RATER'S SCHOOL Seton Hall University
c1. NAME OF SENIOR RATER (Last, First, Middle Initial) Osbourne, Mark, C.	c3. RANK LTC	c4. POSITION PMS
c6. SENIOR RATER'S EMAIL ADDRESS (.gov or .mil) mark.c.osbourne.mil@mail.mil	c7. SENIOR RATER'S PHONE NUMBER 201-321-6705	c9. SENIOR RATER'S SCHOOL Seton Hall University

PART III - VERIFICATION OF FACE - TO - FACE DISCUSSION

MANDATORY RATER/RATED CADET INITIAL FACE-TO-FACE COUNSELING ON DUTIES, RESPONSIBILITIES AND PERFORMANCE OBJECTIVES FOR THE CURRENT RATING PERIOD TOOK PLACE ON (DATE) 20140901 RATED CADET INITIALS JS RATER INITIALS DA SENIOR RATER INITIALS MO
 PERIODIC RATER / RATED CADET FOLLOW-UP FACE-TO-FACE COUNSELINGS:

DATE _____ RATED CADET INITIALS _____ RATER INITIALS _____ SENIOR RATER INITIALS _____
 DATE _____ RATED CADET INITIALS _____ RATER INITIALS _____ SENIOR RATER INITIALS _____
 DATE _____ RATED CADET INITIALS _____ RATER INITIALS _____ SENIOR RATER INITIALS _____

PART IV - RATED CADET - DUTIES AND RESPONSIBILITIES

a. PRINCIPAL DUTY TITLE: PSG	b. MILITARY SCIENCE LEVEL: III
c. STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES: The CDT Platoon Sergeant (CDT PSG) assists the platoon leader and supervises and coordinates with the squad leaders. Upon the absence of the CDT PL, the CDT PSG assumes the role & responsibilities of the CDT PL. The CDT PSG is responsible to hold PLT formations IAW Training Circular (TC) 3-21.5 and maintains accountability for personnel at all times during military functions. At the PLT level, the CDT PSG is responsible to supervise and ensure all squads are conducting training according to standard and supervises pre-combat checks & inspections. Thereby, ensures the PLT is prepared to accomplish mission. Part of his job is to work with the CDT 1SG on the issue, receipt, and accountability of all equipment and supplies for the PLT. Lastly, the PSG also mentors and counsels the MS II's that are part of the team.	

PART V - PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS

a. INDICATE YOUR MAJOR GOALS/PERFORMANCE OBJECTIVES FOR THE PERIOD: - Maintain 100% accountability of PLT at all times - Increase PLT average PT score to 250 - Increase PT score to 270 - Submit all reports and tasks on time - Ensure PLT is always on time for formations - Maintain good PLT discipline - Increase GPA to 3.75 - Develop PLT into best PLT in company	b. LIST ACTUAL SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS: - Maintained 100% accountability of PLT at all times - PLT average PT score increased to 252 - Personal PT score increased to 274 - All reports and tasks submitted and completed on time - GPA increased to 3.87 - PLT was recognized by PMS for outstanding discipline and preparedness - PLT ranked first out of three in company
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<p>PART V - PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS CONTINUED Describe adherence to leadership attributes and demonstration of competencies</p>
<p>A. CHARACTER: (Army Values, Empathy, Warrior Ethos/Service Ethos, Discipline - see ADRP 6-22)</p> <p>INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none"> - Maintain good PLT discipline - Maintain and enforce standards - Correct any deficiencies in PLT with appropriate corrective action <p>LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:</p> <ul style="list-style-type: none"> - Maintained good PLT discipline through enforcement of proper standards - Ordered CDT Steel to give PP presentation to PLT regarding AR 670-1 because he failed to shave or have proper haircut
<p>B. PRESENCE: (Military and professional bearing, Fitness, Confidence, Resilience - see ADRP 6-22); (Safety and individual readiness)</p> <p>APFT GOALS: PU <u>65</u> SU <u>73</u> RUN <u>13:37</u> HEIGHT/WEIGHT _____ (ONLY AS NEEDED)</p> <p>INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none"> - Increase PLT average PT score to 250 - Increase PT score to 270 <p>LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:</p> <ul style="list-style-type: none"> - PLT average PT score increased to 252 - Personal PT score increased to 274
<p>C. INTELLECT: (Mental agility, Sound judgment, Innovation, Interpersonal tact, expertise - see ADRP 6-22 and ADRP 6-0)</p> <p>INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none"> - Increase GPA to 3.75 - Receive "Outstanding" during LTX <p>LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:</p> <ul style="list-style-type: none"> - Increased GPA to 3.87 - Received "Excellent" during LTX
<p>D. LEADS: (Leads others, builds trust, extends influence beyond the chain of command, Leads by example, Communicates-see ADRP 6-22 and ADRP 6-0)</p> <p>INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none"> - Form a cohesive PLT - Advance PLT into best PLT in company <p>LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:</p> <ul style="list-style-type: none"> - PLT was recognized by PMS for outstanding discipline and preparedness - PLT ranked first out of three in company
<p>E. DEVELOPS: (Creates a positive environment/Fosters esprit de corps, prepares self, Develops others, Stewards the profession - see ADRP 6-22)</p> <p>MSAF PROJECTED COMPLETION DATES IAW AR 350-1 DATE: _____</p> <p>INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none"> - Arrive to all formations with all necessary equipment - Develop a class to improve CDTs in PLT <p>LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:</p> <ul style="list-style-type: none"> - Never arrived to formation in the incorrect uniform or without all equipment - Created tactics class to help CDTs in PLT improve on tactics and land navigation
<p>F. ACHIEVES: (Gets Results - see ADRP 6-22 and ADRP 6-0)</p> <p>INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:</p> <ul style="list-style-type: none"> - Achieve all of my major performance objectives - Complete all tasks and assignments in a timely fashion <p>LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:</p> <ul style="list-style-type: none"> - Completed 7/7 major performance objectives for the period - Never turned in an assignment or completed a task late or incomplete earning a 4.0 ROTC GPA

ROTC CDT CMD FORM 67-10-1A, OCT 2014

PART VI – DEVELOPMENTAL ASSESSMENT: Summary of key points made during rater and cadet counseling. Highlight progress and strengths as well as developmental needs across values, attributes, skills, and actions

Initial counseling: key points and Developmental Action plan (Individualized DAP based on cadet goals and current assessment)

- Discussed major performance objectives
- Discussed expectations of CDT Smith as PSG
- Discussed DAP:
 - o Weightlifting three times a week in University Gym to increase PT score
 - o Receive instruction from tutor once weekly to increase GPA
 - o Read AR 670-1 and FM 7-22 within first six weeks of leadership rotation

Follow up counseling(s): Key points and adjustments to Developmental Action Plan (if adjustments are required)

- Discussed overall performance
- Discussed significant contributions and accomplishments
- Compared and contrasted objectives and accomplishments

SIGNATURE OF RATED CADET _____ DATE _____

ROTC CDT CMD FORM 67-10-1A, OCT 2014

CER PERFORMANCE EVALUATION CATEGORIES DEFINED

Four Categories Differentiating Performance

<i>Outstanding</i>	<i>Excellent</i>	<i>Proficient</i>	<i>Capable</i>	<i>Unsatisfactory</i>
Performance exceeds the Army Standards and is among the best of 1/3 of his/her rater's rating population.	Readily demonstrates a high level of the competency. Shows initiative and adaptability even in the most unusual and difficult situations. Actions have significant, enduring, and positive impacts on mission, the unit and beyond.	Consistently demonstrates a high level of the competency. Proactive in applying it in challenging situations. Actions have a positive impact on unit and mission.	Capable of demonstrating the competency and frequently applies it. Actively learning to apply it at a higher level or in more situations. Actions have a positive impact on unit or mission but may be limited in scope of impact or duration.	Inconsistently demonstrates or fails to demonstrate the competency. Unwilling or unable to take actions to develop or improve. Efforts often do not have any effect or may have negative impacts.

OUTSTANDING – Only the top 15%, If the rated cadet's performance exceeds the performance of the upper one third of rater's cadet's population, the rater will place an "X" in the "OUTSTANDING" box.

EXCELLENT - If the rated cadet's performance exceeds that of the majority of cadet in the rater's cadet population, the rater will place an "X" in the "EXCELLENT" box. (The intent is for the rater to use this box to identify the upper third of cadet being rated by the rater). The rated cadet has exceeded the Army and raters standards

PROFICIENT - This performance is evaluated in terms of the majority of cadets in the population. If the performance assessment is consistent with the majority of cadets being rated by the rater, the rater will place an "X" in the "PROFICIENT" box. Meaning that you have met the Army's and rater's standards like 50% of your peers.

CAPABLE - If the rated cadet's performance is below the majority of the cadets being rated in the rater's cadet population and the rater believes the rated cadet's should be further developed, the rater will place an "X" in the "CAPABLE" box. The cadet is below the Army and raters standards.

UNSATISFACTORY - If the rated cadet's performance is below the majority of officers in the rater's cadet population and the rater does not believe the rated cadet's performance has met standards required of an Army officer, the rater will place an "X" in the "UNSATISFACTORY" box. The cadet has failed to meet the Army and rater standards.

CADET OFFICER EVALUATION REPORT (DRAFT) Staff proponent is USACC, DoLD-E				TYPE OF REPORT CAMPUS / CLC	
PART I - ADMINISTRATIVE (Rated CADET)					
a. NAME (Last, First, Middle Initial) Smith, John, J.	b. SSN (LAST 4) ***.**-4489	c. SEX Male	d. BDE 2nd	e. MAJOR/GPA History/3.87	
f. SCHOOL Seton Hall University	g. HOST FICE CODE 111111	h. APFT SCORE 285	i. APFT DATE 05NOV2014	j. HEIGHT 72 in.	k. WEIGHT 170 lbs.
PART II - AUTHENTICATION					
<small>Rated Cadets signature verifies Cadet has read completed Part I-IV and the administrative data in Part I is correct. Rater & Senior Rater signatures verify that the Cadet has been counseled.</small>					
a1. NAME OF RATER (Last, First, Middle Initial) Apple, David, J.	a2. RANK MSG	a3. POSITION SMI	a4. PHONE NUMBER 201-885-9852		
a5. EMAIL ADDRESS (.gov or .mil) david.j.apple.mil@mail.mil	a6. SIGNATURE		a7. DATE (YYYYMMDD) 20141215		
b1. NAME OF SENIOR RATER (Last, First, Middle Initial) Osbourne, Mark, C.	b2. RANK LTC	b3. POSITION PMS	b4. PHONE NUMBER 201-321-6705		
b5. EMAIL ADDRESS (.gov or .mil) mark.c.osbourne.mil@mail.mil	b6. SIGNATURE		b7. DATE (YYYYMMDD) 20141215		
c1. Period covered From: (YYYYMMDD) 20140901	To: (YYYYMMDD) 20141215	c2. Signature of rated cadet			
PART III - LEADERSHIP POSITIONS					
a. SIGNIFICANT DUTIES AND RESPONSIBILITIES CDT Smith was the PSG for 1 st PLT, A Co. during this leadership rotation. His responsibilities assist the PL, coordinate with Cadet 1SG and Cadet SLs, organize PLT formations, account for PLT attendance, prepare and submit morning reports, control sick call and account for absences, supervise issue/turn in of supplies and equipment, control movement of the PLT.					
PART IV - PERFORMANCE EVALUATION - PROFESSIONALISM, COMPETENCIES, AND ATTRIBUTES (Rater)					
a. This Cadet's Overall Performance is Rated as: (Select one box representing Rated Cadet's overall performance as compared to others within the rated cohort). Outstanding ratings are limited to not more than 15% of rated population at the time of the rating and reflect performance well above that expected of a typical Cadet in that military science (MS) level and could go lead a platoon right now. Excellent ratings are not limited to a specific percentage and should be assigned to those cadets that have exhibited superior performance and could lead a platoon right now with minimal guidance. Proficient ratings are not limited to a specific percentage and represent the majority of Cadets for that MS level. Capable rating indicates the Cadet is performing at an acceptable level, but has specific leadership attributes and/or competencies needing additional development (improvements will be specifically annotated in Part IVb1-IVb6 as applicable). Unsatisfactory block check indicates performance and potential level is unacceptable and much further development is required prior to commissioning. May indicate grounds for LOA if on campus or Leadership Development Review Board if at Cadet Summer Training. Specific behavior for Unsatisfactory rating will be annotated in comments below as well as in specific areas in Part IVb1-IVb6.					
I currently rate <u>20</u> Cadets.					
A completed DA Form 87-10-1A was received with this report and considered in my evaluation and review: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (explain in comments below)					
OUTSTANDING (15%) <input checked="" type="checkbox"/>	EXCELLENT <input type="checkbox"/>	PROFICIENT <input type="checkbox"/>	CAPABLE <input type="checkbox"/>	UNSATISFACTORY <input type="checkbox"/>	
Comments:					
OUTSTANDING – Only the top 15%. If the rated cadet's performance exceeds the performance of the upper one third of rater's cadet's population, the rater will place an "X" in the "OUTSTANDING" box.					
EXCELLENT - If the rated cadet's performance exceeds that of the majority of cadet in the rater's cadet population, the rater will place an "X" in the "EXCELLENT" box. (The intent is for the rater to use this box to identify the upper third of cadet being rated by the rater). The rated cadet has exceeded the Army and raters standards					
PROFICIENT - This performance is evaluated in terms of the majority of cadets in the population. If the performance assessment is consistent with the majority of cadets being rated by the rater, the rater will place an "X" in the "PROFICIENT" box. Meaning that you have met the Army's and rater's standards like 50% of your peers.					
CAPABLE - If the rated cadet's performance is below the majority of the cadets being rated in the rater's cadet population and the rater believes the rated cadet's should be further developed, the rater will place an "X" in the "CAPABLE" box. The cadet is below the Army and raters standards.					
UNSATISFACTORY - If the rated cadet's performance is below the majority of officers in the rater's cadet population and the rater does not believe the rated cadet's performance has met standards required of an Army officer, the rater will place an "X" in the "UNSATISFACTORY" box. The cadet has failed to meet the Army and rater standards.					

NAME: CDT Smith, John		SSN (LAST 4) 4489	PERIOD COVERED: FROM (YYYYMMDD) 20140901	THRU (YYYYMMDD) 20141215
b.1) Character: <i>(Adherence to Army Values, Empathy, and Warrior Ethos/ Service Ethos and Discipline. Fully supports SHARP, EO, and EEO.)</i>	- CDT Smith exhibited great character while acting as 1 st PLT PSG by adhering to the Army Values and supporting SHARP, EO, and EEO. - Maintained good PLT discipline by enforces the proper standards in his PLT. - CDT Smith ordered CDT Steel to give a PowerPoint presentation regarding grooming standards IAW AR 670-1 because CDT Steel failed to shave or have a proper haircut.			
b.2) Presence: <i>(Military and Professional Bearing, Fitness, Confident, Resilient)</i>	- CDT Smith always maintained his military and professional bearing throughout his leadership rotation. - He increased the PLT average PT score from 217 to 250 through a rigorous PT program. - He increased his personal PT score from 253 to 274.			
b.3) Intellect: <i>(Mental Agility, Sound Judgment, Innovation, Interpersonal Tact, Expertise)</i>	- CDT Smith was 1 of 3 to earn an "Excellent" evaluation on his LTX leadership rotation as PSG (out of 20 cadets in his class). - CDT Smith increased his academic GPA from a 3.69 to a 3.87.			
b.4) Leads: <i>(Leads Others, Builds Trust, Extends Influence beyond the Chain of Command, Leads by Example, Communicates)</i>	- CDT Smith's PLT was ranked 1 st out of 3 PLTs at end of semester. - The PMS recognized his PLT for outstanding discipline and preparedness after the semester LTX.			
b.5) Develops: <i>(Creates a positive command/ workplace environment/Fosters Esprit de Corps, Prepares Self, Develops Others, Stewards the Profession)</i>	- CDT Smith always arrived at formation on time, in proper uniform, and with proper equipment. - CDT Smith created a tactics class to help CDTs within his PLT that improved the PLT's expertise.			
b.6) Achieves: <i>(Gets Results)</i>	- CDT Smith completed 8/8 of his major performance objectives for the period. - CDT Smith never turned in an assignment or completed a task late or incomplete earning a 4.0 ROTC GPA.			

PART V - SENIOR RATER

<p>a. POTENTIAL COMPARED WITH CADETS SENIOR RATED IN SAME MILITARY SCIENCE LEVEL</p> <p><input checked="" type="checkbox"/> TOP 15%</p> <p><input type="checkbox"/> MOST QUALIFIED</p> <p><input type="checkbox"/> HIGHLY QUALIFIED</p> <p><input type="checkbox"/> QUALIFIED</p> <p><input type="checkbox"/> NOT QUALIFIED</p>	<p>c. I currently senior rate <u>20</u> Cadets in this Military Science Level.</p>
	<p>d. COMMENTS ON POTENTIAL:</p> <p>CDT Smith is ranked 1 out of 20 cadets in his Military Science Level. He shows true leadership potential in his ability to lead a platoon as platoon sergeant. CDT Smith will excel at the Leader Training Course this summer. He is the most prepared CDT in his Military Science Level to be an officer. With the proper mentorship CDT Smith will be extremely prepared to be a Platoon Leader upon his commissioning in a year and a half.</p>
<p>b. I rank this cadet</p> <p>1 <input type="checkbox"/></p> <p>of</p> <p>20 <input type="checkbox"/></p>	