

LET 3

Unit ---1 - Citizenship in Action

1. What are the positions and functions of the JROTC battalion staff?

Prompt Questions

- Is the battalion staff in the chain of command, if not what is their main role?
- What is the role of the XO as part of the staff?
- What are the staff titles and the primary responsibilities of the S1, S2, S3, S4, and S5?

Criteria for Scoring Cadet Response

- (1 point) Cadet explains that the staff is not in the chain of command and that their role is to advise the Battalion Commander and carry out his directives, and maintain the appropriate files for their staff area.
- (2 points) Cadet explains how the XO (Executive Officer) coordinates and monitors the actions of staff, conducts meetings, keeps the commander informed, reviews plans and orders, and supervises the execution of orders.
- (3 points) Cadet identifies the title of each staff position gives a brief description of their functions in their JROTC battalion.
- (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

_____ **Total points for this Question**

Unit ---2 - Leadership Theory and Application

2. As a leader, how can you impact a win-win solution for a given problem?

Prompt Questions

- Why are decision-making and problem-solving skills essential leadership skills? (1 point)
- What are three common JROTC approaches or models for decision-making and problem-solving? (2 points)
- What problem solving strategies have you used as a leader? What particular strategies helped to create a win-win solution?

Criteria for Scoring Cadet Response [Cadets can use their portfolios to help them answer this question]

- (1 point) Cadet explains that leaders need to think quickly and be able to decipher a problem and its impact in making a group decision. [Content Notes: Leaders are expected to get a job done and make high quality decisions that are accepted by others in the group and executed in a timely manner. When cadet leaders delay or avoid making a decision they creative hesitancy and a possible lack of confidence and confusion develops within a unit. This can cause a task to fail.]
- (2 points) Cadet identifies the features of the seven-step problem solving, decision-making process, the four-step process and the planning wheel process. [Content Notes: The seven-step model is the most common and includes: Identify the problem; Gather information; Develop courses of action; Analyze and compare courses of action; Make a decision; Make a plan; Implement the plan. The second model is the four-step model and includes: Define the objective; Study the situation; List and examine possible courses of action; Select the course of action. The third model is the planning wheel and includes: Consider the objective; Determine the resources needed; Consider alternatives; Make a decision; Write it down; Carry out the plan; Evaluate.]
- (3 points) Cadet shows or explains evidence of leadership using a decision-making or problem-solving model. Cadet references may include sharing the completed assessment tasks on negotiating a win-win solution or other documented uses in leadership of problem-solving and decision-making models.]
- (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

_____ **Total points for this question**

3. What strategies do you use to clearly communicate with others through writing and speaking?

Prompt Questions

- a. Describe at least two principles to apply when speaking and writing. (1 point)
- b. Tell me how you prepare to write or speak for a specific purpose. (2 points)
- c. Appraise your ability to write and speak. What areas need improvement? (3 points)

Criteria for Scoring Cadet Response

- ____ 1. (1 point) Cadet described at least two principles to apply when speaking and writing. [Content Notes: Principles of writing are to write for the audience, ensure accuracy, keep writing brief and to the point, check for clarity, organize for coherence, and unify around a main idea. When speaking to a group focus on the audience, organize thoughts in a logical order, use visual aids, use transitions to make connections, practice, establish eye contact, articulate, use good posture, establish an acceptable volume and speaking rate.]
- ____ 2. (2 points) Cadet shared how s/he prepares to write or speak for a specific purpose. [Content Notes: Someone who is preparing to write or speak should complete the following tasks sequentially: analyze the purpose and audience, conduct research and gather information, organize information, draft the document, and edit before publishing a document or practicing a speech.]
- ____ 3. (3 points) Cadet appraised his/her ability to write and speak and described areas that need improvement.
- ____ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- ____ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- ____ **Total points for this question**

4. What is your personal financial plan?

Prompt Questions

- a. Tell me about at least two of your personal financial goals. (1 point)
- b. What is your plan to meet your financial goals? (2 points)
- c. What actions have you taken to work towards meeting your financial goals? (3 points)

Criteria for Scoring Cadet Response [cadets can use their portfolios as tool to answer this question]

- ____ 1. (1 point) Cadet described at least two personal financial goals. [Content Notes: Cadet should classify goals as short-term (approximately 1-3 months), intermediate-term (3-12 months), or long-term (more than 1 year). Goals might involve establishing a specific amount of money needed for a specific purchase, reducing expenditures, increasing income, or saving and/or earning a specific amount of money over a period of time.]
- ____ 2. (2 points) Cadet described his/her goals as SMART goals and explained specific progress made towards accomplishing the goals. [Content Notes: SMART goals are Specific, Measurable, Attainable, Realistic, and Time bound. A SMART goal example: Save \$15 a week for the next three months to pay for airfare and travel expenses to _____. Actions taken included any of the following: establishing a personal month/quarter/annual budget, comparing actual expenditures with planned spending, routinely setting aside a specific amount of money for a specific purpose, making financial decisions after weighing pros and cons or tradeoffs, applying restraint in spending habits, and/or investing in income investments (savings, money market, certificate of deposit, bonds) or growth investments (stocks, collectibles).]
- ____ 3. (3 points) Cadet has evidence of a record keeping system in place. [Content Note: The record keeping system will include any or all of the following actions: writing financial goals, preparing a written budget, tracking actual transactions on paper or with software (Excel, Quicken, QuickBooks), comparing documented expenditures and receipts with a written budget, organizing a filing system for financial records (bank statements, pay stubs, receipts of major purchases), and/or designing a spreadsheet to track the value of investments.]
- ____ 4. (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- ____ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.
- ____ **Total points for this question**

5. What strategies for resolving conflict will you consider implementing in given situations?

Prompt Questions

- Explain what might influence or aggravate conflict. (1 point)
- What are some strategies or techniques for resolving conflict? (2 points)
- Describe either a real or mock setting where you were the mediator in a conflict situation. What strategies worked and what would you do differently? (3 points)

Criteria for Scoring Cadet Response

- (1 point) Cadet describes what contributes to a conflicting situation. [Content Note: Cadet describes how stereotyping, prejudice, bias, bigotry, extreme points of view, and culture can impact a situation and cause conflict.]
- (2 points) Cadet explains how to intervene appropriately and clarify points of disagreement and agreement. [Content Note: Cadets may also explain strategies for reducing conflict within a diverse population. Cadet describes intervention guidelines.]
- (3 points) Cadet describes how to play the mediator within a conflict situation. [Content Note: Cadet describe the steps of the mediation process with introduction of the process, setting the rules, establishing each side of the situation, exploration of options and commitment to agreement. Cadet reflects on the outcome of the mediation and what he or she might do differently next time.]
- (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

_____ **Total points for this question**

6. What plans have you considered or implemented toward attaining future personal goals?

Prompt Questions

- How can you use the decision-making process to help meet career goals? (1 point)
- How can you tell if a personal goal is an effective goal (using the acronym SPAM)? (2 points)
- Show evidence of career planning. Where are you in the goal-setting and achieving process? What improvements can you make to your plans? (3 points)

Criteria for Scoring Cadet Response [cadets can use their portfolio for question c.]

- (1 point) Cadet describes what an effective decision-making process is. [Content Notes: Features and benefits of decision-making processes. Goals are broken into short-term, mid-term, and long-term goals. Decision-making process will help focus on what is important; will be logical and make sense; will allow one to think of both the facts and emotional consequences of actions; will not require and unreasonable amount of research. Cadet can use the FINDS model for making decisions.]
- (2 points) Cadet explains the S-P-A-M criteria for goal writing. [Content Notes: Written goal statements are declarations of a desired outcome. The S-P-A-M criteria includes a "specific" plan of action, a "positive" statement such as "I will" instead of "I want to", an "achievable" goal is within the power to reach it, and a "measurable" goal is defined in terms of results that are measurable, or actions that can be deserved. S-P-A-M can be applied to all goal categories -- short-term, mid-term, and long-term.]
- (3 points) Cadet shows evidence of investigating career options and setting short-term, mid-term, and long-term personal goals. [Content Notes: References to completed products such as career development portfolios, including a Military Career Reflection and the College Action Plan allow cadets resources to pull from as evidence of goal planning and personal decision-making skills.]
- (2 points) Cadet looked you in the eye and used a respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

_____ **Total points for this question**

7. Describe your current involvement in a service learning project.

Prompt Questions

- a. What are the goals of your service learning project? (1 point)
- b. How does your service learning project apply to the JROTC curriculum? (2 points)
- c. How are you evaluating the effects of your service learning project on the community? What products have you created or used to show how the project is being evaluated? (3 points)

Criteria for Scoring Cadet Response

- _____ 1. (1 point) Cadet explained the purpose and goals of the service learning project [Content Notes: Answers should include that service learning enhances learning and allows cadets to gain experience while providing a service to their community.]
- _____ 2. (2 points) Cadet described the lessons and/or competencies from the JROTC curriculum and how they are being applied in the service learning project.
- _____ 3. (3 points) Cadet explained how the service learning project is being evaluated. [Content Notes: Cadets should be able to show some of the following products: a Learning Log with activities performed; a four-quadrant model showing an evaluation of the project; reflection comments showing how the project has affected the cadet's life; and reports or presentations showing the results of the project.
- _____ 4. (2 points) Cadet looked you in the eye and used respectful tone, language, and demeanor. Cadet asked questions of clarification and/or checked for accuracy if there was a need.
- _____ 5. (2 points) Cadet answered with confidence, using standard English grammar and speaking clearly so that you could understand.

_____ **Total points for this Question**