

**Army Reserve Officer Training Summer Camp: Examining the Relationship between
Leader Development Activities and Leadership Evaluations**

by

Roshun Anita Steele

A dissertation submitted to the Graduate Faculty of
Auburn University
in partial fulfillment of the
requirements for the Degree of
Doctor of Philosophy

Auburn, Alabama
May 5, 2019

Keywords: leadership, ROTC, training, evaluations

Copyright 2019 by Roshun Anita Steele

Approved by

James E. Witte, Chair, Professor of Educational Foundations, Leadership and Technology
Maria M. Witte, Professor of Educational Foundations, Leadership and Technology
Leslie Cordie, Assistant Professor of Educational Foundations, Leadership and Technology
Jane Teel, Clinical Assistant Professor of Educational Foundations, Leadership and Technology

Abstract

The purpose of this study was to examine the relationship between leader development activities and leadership evaluations of cadets attending U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Training Advanced Camp (AC). The Cadets are evaluated on their leadership attributes and competencies while demonstrating confidence in the skills and military operations essential at the tactical level. The Cadets completed the Army Physical Fitness Test (APFT), Field Leaders Reaction Course (FLRC), 12-mile road march, Basic Rifleman Marksmanship (BRM) and Land Navigation Written Test/Practical Exercise. CBRN/TC3 (First Aid), Platoon Operations, Patrol Base Operations, and Call for Fire. The three research questions were answered based on an analysis of the survey responses. The researcher used both descriptive and inferential statistics to analyze the data. Based on the analysis of the data from this study, the data suggested that there was correlation between group physical fitness training, Night Land Navigation training, BRM, and cadet's leadership evaluation. The findings revealed that there was a statistical significance between APFT, Land Navigation Written Test/Practical Exercise, BRM, 12-mile Ruck March and the cadet's leadership evaluation. Recommendations for further research studies on the correlation between leadership development activities and overall leadership evaluation rating.

Acknowledgments

Giving honor and glory to GOD, without him nothing would be possible. Thank you, Jesus, for blessing me. Thank you for placing me in the right place at the right time. There is truly nothing like the Auburn University family. To whom much is given much is required.

I would like to thank Dr. James Witte, Dr. Maria Witte, Dr. Jane Teel and Dr. Leslie Cordie. Dr. James Witte thank you for believing and having faith in me from the very beginning. Thank you for teaching and allowing us to learn without even knowing. Dr. Maria Witte thank you for always providing that boost of confidence and encouragement. There is no one that has that warm smile and positive attitude. “You can do it!” Dr. Teel thank you for your mentorship, guidance, and candid feedback. Dr. Cordie thank you for being my strength to push through the long nights and early morning writing sessions. I would also like to thank my University Reader, Dr. Paul Harris. Simply true professionals. I consider you all members of my family.

Sheniqua Banks and Jennifer Hillis, thank you my dear friends and dissertation battle buddies. We kept each other going throughout; even when we were completely overwhelmed.

To my parents, Henry and Mary thank you for making education an important part of our lives. Thank you to my sisters and brother for being my biggest fans and cheerleaders. Thank you, Lisa, Pam, Keneasha, Keisha and ANMC family for your encouragement, love and always lifting my spirits. Finally, I would like to thank my loving husband and best friend Michael, my two boys Myles and Myron for their love and support. Mommie did it! Let’s get Motivated!!
Love you to Infinity and Beyond!

Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
List of Tables	vii
List of Figures.....	viii
List of Abbreviations	ix
Definitions.....	x
Organization of Study.....	xiii
Chapter 1. INTRODUCTION.....	1
Statement of the Problem.....	2
Purpose of Study.....	3
Research Questions.....	3
Significance of the Study	4
Limitations	4
Assumptions.....	5
Chapter 2. REVIEW OF LITERATURE.....	6
Purpose of Study.....	6
Army ROTC History.....	7
Leadership.....	8
Leader Development Programs.....	14

Leader Development Activities	25
Leadership Theories	31
Leader Requirements	39
Leader Performance and Evaluations	43
Chapter 3 METHODS.....	48
Purpose of the study.....	48
Research Questions.....	48
Research Design and Approach	49
Population	49
Instrumentation	50
Data Collection	50
Data Analysis	51
Chapter 4 FINDINGS	54
Purpose of the Study	54
Research Questions.....	54
Demographic Profile.....	55
Research Questions Results	56
Chapter 5 DISCUSSION	71
Purpose of the Study	71
Research Questions.....	72
Discussion.....	72
Practical Implications.....	73
Recommendations for Further Research.....	74

References.....	76
Appendix A Auburn University Institutional Review Board Approval	93
Appendix B United States Army Cadet Command Approval Letter.....	94
Appendix C Cadet Leadership Assessment	95
Appendix D Army Physical Fitness Test Score Card DA Form 705	97
Appendix E Advanced Camp Evaluation Report USACC Form 1059	98
Appendix F Sample Land Navigation Written Exam	100
Appendix G Cadet’s Initial Counseling.....	101
Appendix H Cadet OER Support Form USACC Form 67-10-1A.....	104

List of Tables

Table 1. Student Population by Gender	55
Table 2. Student Population by Race/Ethnicity	55
Table 3. Chi-Square Tests for Army Physical Fitness Test Scores	56
Table 4. Chi-Square Tests for Land Navigation Written Exam Score	57
Table 5. Chi-Square Tests for Land Navigation Practical Exercise	58
Table 6. Chi-Square Tests for Basic Rifle Marksmanship (Pop-up)	59
Table 7. Chi-Square Tests for Basic Rifle Marksmanship (Atl-C).....	60
Table 8. Chi-Square Tests for 12-mile Ruck March.....	61
Table 9. Chi-Square Tests for Physical Fitness Training with Cadre and Cadets	63
Table 10. Chi-Square Tests for Physical Fitness Training Individually	64
Table 11. Chi-Square Tests for 12-mile Ruck March Training	65
Table 12. Chi-Square Tests for Day Land Navigation Training.....	66
Table 13. Chi-Square Tests for Night Land Navigation Training	67
Table 14. Chi-Square Tests for Basic Rifle Marksmanship Training.....	68
Table 15. Chi-Square Tests for Gender Impact	69
Table 16. Chi-Square Tests for Race Impact	70

List of Figures

Figure 1: Basic Officer Leadership Course Model	5
Figure 2: Army Leader Development Program	17
Figure 3: The Hersey-Blanchard Situational Leadership Theory	34
Figure 4: United States Army Leadership Requirement Model	40

List of Abbreviations

AC	Advanced Camp
ACER	Advanced Camp Evaluation Report
APFT	Army Physical Fitness Test
AR	Army Regulations
BOLC	Basic Officer Leadership Course
CST	Cadet Summer Training
CTO	Company Training Officer
DA	Department of the Army
DoD	Department of Defense
FM	Field Manual
LDRB	Leader Development Review Board
MS	Military Science
OER	Officer Evaluation Report
PL	Platoon Leader
PSG	Platoon Sergeant
PTO	Platoon Training Officer
ROTC	Reserve Officer Training Corps
SL	Squad Leader

Definitions

The terms used in this study and the definitions, unless otherwise states, came from the Advanced Camp Cadet Handbook 2017.

Army Leader Development Strategy (ALDS): The strategy provides a comprehensive approach to developing Army leaders to meet the security challenges of tomorrow.

(Department of the Army, 2013).

After Action Review: A guided analysis of an organization's performance, conducted at appropriated times during and at the conclusion of a training event or operation with the objective of improving future performance. It includes a facilitator, event participants, and other observers.

Army Research Institute for Behavioral and Social Sciences (ARI): The Army's research laboratory for training, leader development, and personnel research (Quinkert, Morrison, Fletcher, Moses, & Roberts, 2007)

Army ROTC Advanced Course: The last two years of ROTC classes taken by junior and senior college students. Students who complete these classes earn an officer commission.

Company Training Officer (CTO): Key role in training, augmented by task forces and committees who provide technical expertise to the Cadets while focusing on training outcomes. Oversees all company operations and provides daily Operations Orders to Cadet Chain of command. Ensures all Cadets receive minimum of 3 leadership positions during Field Training Exercise rotation and one garrison leadership rotation.

Company First Sergeant: Coordinates and executes all Class I operations and deliveries. Direct liaison with Regimental Sergeant Major. Oversees company-level medication evacuation

and movement of non-emergent Cadets to Medical Treatment Facility for medical appointments or consults.

Company Executive Officer (CXO): Coordinate and executes all company-level logistics. Conducts company-level tracking of all administrative requirements.

Human Resources Technician (HRA): Oversees Cadet Reception and in-processing. Manages Cadet Personnel files for submission to CST S-1. Assists Regimental Executive Officer in managing Regimental submission of Cadre awards. Coordinates with Companies for Cadet graduation information to include VIPs attending. Build all Leader Development Review Board packets for the Regimental Training Officer. Coordinates Cadet Travel/Cadet Professional Development Briefs with CST S-1/Cadet Actions.

Leadership Requirements Model (LRM): A model that establishes what leaders need to be, know and do. A core set of requirements informs leaders about expectations (ADP 6-22, 2012, p. iii).

Mission Command: The exercise of authority by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations.

Observer/Trainers (O/Ts): Primary overseer, assessor, and evaluator of Cadet training, development, and potential. Observes and provides feedback to Cadet Leadership (PLs, PSG, SL) on daily basis. Implements Cadet Leadership rotation matrix. Writes Cadet Officer Evaluation Reports and serves in the senior rater position. Submits personal status reports to company leadership. Primary Safety officer for Cadets.

Platoon Leader: The platoon leader leads his Cadets by personal example and is responsible for all the platoon does or fails to do. This centralized authority enables him to

maintain unit discipline, unity, and to act decisively. He must be prepared to exercise initiative within his company commander's intent and without specific guidance for every situation. The platoon leader knows his Cadets, how to employ the platoon, its weapons, and its systems.

Platoon Sergeant: The platoon sergeant is the platoon's most experienced NCO and second-in-charge. He or she is responsible for leadership, discipline, training, and welfare of the platoon's Cadets. He sets the example in everything. He assists the platoon leader upholding standards and platoon discipline. His expertise includes tactical maneuver, employment of weapons and systems, sustainment, administration, security, accountability, protections, warfighting functions, and Cadet care.

RECONDO: an acronym that combines the words reconnaissance commando, and doughboy, (doughboy is an archaic slang descriptor of the America infantry soldiers).

Squad Leader: The squad leader directs team leaders and leads by personal example. He has authority over his subordinates and overall responsibility of those subordinates' actions. Centralized authority enables him to act decisively while maintaining troop discipline and unity. The squad leader is the senior Infantry Cadet in the squad and is responsible for everything the squad fails to do. He is responsible for the care of the squad's Cadets, weapons, and equipment, and leads the squad through two team leaders.

Team Leader: The team leader leads his team members by personal example and has authority over his subordinates and overall responsibility of their actions. Centralized authority enables him to maintain troop discipline and unity and to act decisively. The team leader's position on the battlefield requires immediacy and accuracy in all of his actions and is a fighting leader who leads by example. He is responsible for all his team does or fails to do, and is responsible for caring of the team's Cadets, weapons, and equipment.

Organization of the Study

This study is organized into five chapters. The first chapter presented an overview of the Army ROTC Cadet Summer Training (CST) Advanced Camp (AC). Thus, it also stated the problem, purpose, research questions, limitations and overall significance of the research. The second chapter guided the study with history about Advanced Camp, Leadership, Leader Development Programs, Leader Development Activities, Leadership Theories, Leader Performance and Evaluation. The third chapter defended what and how the research study was conducted identifying the population and sample. Additionally, the fourth chapter revealed the results of the study and an interpretation of data. Lastly the fifth and final chapter made conclusions and reinforced future recommendations for further research.

Chapter I: Introduction

The Army Reserve Officers' Training Corps (ROTC), as it exists today, began with President Wilson signing the National Defense Act of 1916. Although military training had been taking place in civilian colleges and universities as early as 1819, the signing of the National Defense Act brought this training under a single, federally-controlled entity: The Reserve Officers' Training Corps. Army ROTC is the largest officer-producing organization with the American military having commissioned more than half a million second lieutenants since its inception. The other avenues to becoming an U.S. Army officer is through the U. S. Military Academy at West Point (USMA), Regular Army (RA), and Army National Guard (ARNG) Officer Candidate Schools (OCS) are also commissioning sources. Each entity having a specific mission. The Reserve Officer's Training Corps mission is to train, educate, and inspire ROTC Cadets in order to commission officers of character for the Total Army. In addition, develop citizens of character for a lifetime of commitment and service to our Nation (TRADOC Publication 350-36, 2017). The former Commanding General MG Hughes stated U.S. Army Cadet Command puts the development of character first and foremost in all we do as we forge the Army leaders of tomorrow. The character of the individual military leader has never been more important that it is today (Hughes, 2017).

Today, Army ROTC has a total of 273 programs located in colleges and universities throughout the 50 states, the District of Columbia, Puerto Rico, and Guam with an enrollment of more than 20,000 Cadets. It produces approximately 60 percent of the second lieutenants who join the active Army, the Army National Guard and the U.S. Army Reserve.

In a speech given to ROTC Cadets at Duke University in January 2012, Chairman of the Joint Chiefs of Staff General Martin Dempsey singled out developing leaders as the most crucial

task for the U.S. military in a time of shrinking budgets (Pellerin, 2012). The development of leaders for the Army ROTC program is Cadet Summer Training (CST) hosted by US Army Cadet Command in Fort Knox, KY. It consists of Basic Camp, Advanced Camp, Cultural Understanding and Language Proficiency Program (CULP) and Cadet Professional Development Training (CPDT).

Advanced Camp (AC) is a 31-day summer training event focused on solving complex problems at the squad and platoon-level. Cadets arrive at AC with requisite leadership attributes and competencies to confidently demonstrate leadership ability through critical thinking and problem-solving capability developed during the academic year.

Statement of the Problem

The Army makes a substantial investment in each cadet but needs the relative assurance that these students can earn an academic degree, complete ROTC program and ultimately serve as effective leaders of soldiers and managers of government asset in an ever-changing global environment of conflict (Wardynski, Lyle & Colarusso, 2009). The Army ROTC program uses the culminating event Advanced Camp to evaluate each cadet on his or her leadership abilities prior to commissioning. Although previous research assesses the experience of cadets at Leader Development and Assessment Course (LDAC), it mostly emphasized the relationship to salient psychological constructs that affect leadership (Gilson, Latimer, & Lochbaum, 2015). In addition, there is a lack of research related to Advanced Camp 2017-18. The mission of Advanced Camp 2017-18 was designed to train Cadets, develop Cadet leadership, and provide feedback for individual development. The training is intentionally stressful and is designed to build individual confidence through the accomplishment of tough and demanding training. In addition, the training was designed to build upon the core on-campus instruction by developing

and accessing leadership potential in a platoon-level environment. In most cases it is the Cadet's first exposure to Army Life on an active Army installation and one of the few opportunities where Cadets from across the country can have common, high-quality training experience.

Purpose of Study

The purpose of this study was to examine the relationship between leader development activities and leadership evaluations of cadets attending U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Training Advanced Camp (AC). The Cadets were evaluated on their leadership attributes and competencies while demonstrating confidence in the skills and military operations essential at the tactical level. The Cadets completed the following leader development activities: APFT, Field Leaders Reaction Course (FLRC), 12-mile road march, Basic Rifleman Marksmanship (BRM) and Land Navigation Written Test/Practical Exercise. CBRN/ TC3 (First Aid), Platoon Operations, Patrol Base Operations, and Call for Fire during AC. For the purposes of this study the focus area is Advanced Camp. Cadets who have completed their Military Science Level III courses attend Advanced Camp during their junior and senior year of college. This study analyzed leadership assessment data collected during May – August 2018.

Research Questions

The following research questions were used in the study.

- 1) Do the leader development activities (APFT, Land Nav, BRM, and 12-mile ruck march score) and overall leadership evaluation correlate?
- 2) Does the prior training at college university level impact student performance rating?

3) How does gender and race impact the overall leader development rating received at Advanced Camp?

Significance of the Study

This study offers an overview of the primary U.S. Army leader development program at the college level. Cadet Summer Training Advanced Camp is a leadership training program which advances Cadets leadership skills, attributes, critical thinking, and adaptability through United States Army Cadet Command's (USACC) main summertime effort: Cadet Summer Training (CST). Advanced Camp integrates the principles, attributes, and competencies of the Cadet Character Leader Development Strategy. Other branches of service have similar leadership development programs designed to train the future leaders of Armed Forces. This study may encourage further investigation into the same topic or similar topic related to the development of leaders for the military services.

Limitations

This study examined only one third of the population of cadets who attended Cadet Summer Training Advanced Camp (AC) 2018. The study also did not include cadets from CST 2017 nor 2016. Cadet Summer Training Cadet Leader Course (CLC) 2016 had a different mission, focus and end state was not examined. CLC focused on leadership and transition to becoming an Army officer. Advanced Camp focuses on a Cadet's character and how an individual can strive under intense and stressful environment. Another limiting factor is the resources available to each college or university program are not the same. For example, the ability to conduct land navigation in a southern state school is more prominent than in a northern state school. The training environment, the facilities classroom instruction, the number of instructors and university support is not equal across 273 programs.

Assumptions

Cadets are prepared to execute and demonstrate competence in Basic Officer Leader Course A (BOLC). BOLC is a two-phased training program. Phase I is conducted prior to commissioning and focuses on leader development activities such as squad tactics, Reconnaissance and Commando (RECONDO) training, Army Physical Fitness Test (APFT), Land Navigation, Basic Rifle Marksmanship, 12-mile road march, Confidence Course, First Aid and Chemical, Biological, Radiological & Nuclear (CBRN). Newly commissioned officers are prepared to attend BOLC B; officer branch specific/technical certification. The course is designed to produce officers who are technical and tactical proficient, adaptive, agile and dedicated to effectively lead upon arrival to their first unit of assignment see Figure 1 for the Basic Course Leadership Model. Cadets attending leadership skills are not set in stone and they are able to be adaptive and agile during Advanced Camp.

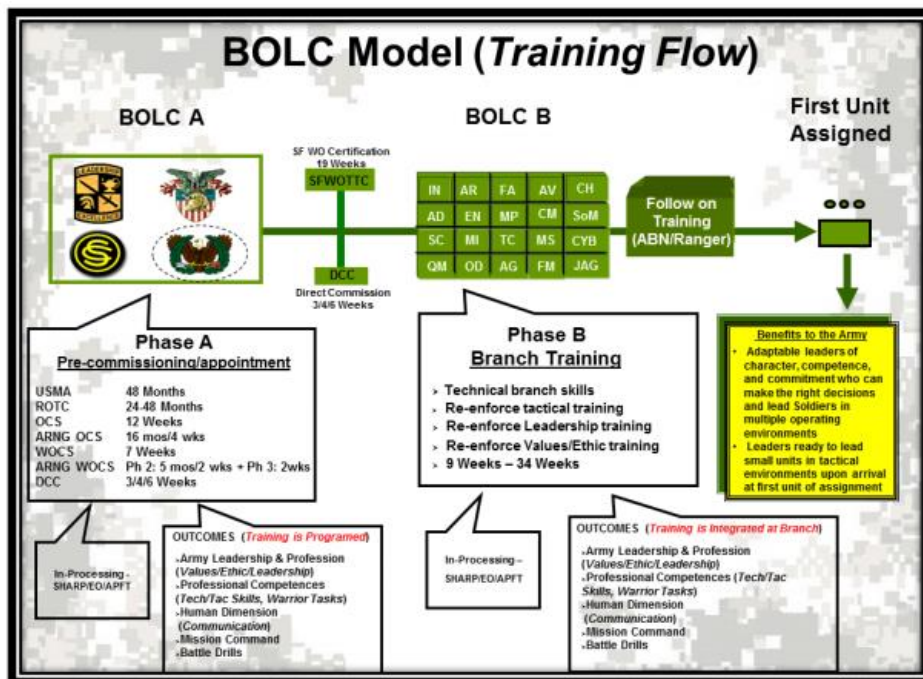


Figure 1. Basic Officer Leadership Course Model. Adapted from Department of the Army, TRADOC Regulation 350-36, *Basic Officer Leader Officer Leader Training Policies and Administrations* (Fort Eustis, VA: Government Printing Office, 2017).

Chapter II: Literature Review

Chapter II discusses the Army ROTC Advanced Camp History, leadership definitions, Leader Development Programs; Army, Air Force, Navy, leader development activities, leadership theories, leader requirements and concludes with leader performance and evaluations.

Purpose of Study

The purpose of this study was to examine the relationship between leader development activities and leadership evaluations of cadets attending U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Training Advanced Camp (AC). The Cadets were evaluated on their leadership attributes and competencies while demonstrating confidence in the skills and military operations essential at the tactical level. The Cadets completed the following leader development activities: APFT, Field Leaders Reaction Course (FLRC), 12-mile road march, Basic Rifleman Marksmanship (BRM) and Land Navigation Written Test/Practical Exercise, CBRN/ TC3 (First Aid), Platoon Operations, Patrol Base Operations, and Call for Fire during AC . For the purposes of this study the focus area is Advanced Camp. Cadets who have completed their Military Science Level III courses attend Advanced Camp during their junior and senior year of college. This study analyzed leadership assessment data collected during May – August 2018.

Research Questions

The following research questions were used in the study.

- 1) Do the leader development activities (APFT, Land Nav, BRM, and 12-mile ruck march score) and overall leadership evaluation correlate?
- 2) Does the prior training at college university level impact student performance rating?

3) How does gender and race impact the overall leader development rating received at Advanced Camp?

Army ROTC History

On June 3, 1916, Congress recognized the need for an expanded military reserve to supplement the National Guard and it passed the National Defense Act. The National Defense Act provided for the establishment of the Officers' Reserve Corps. It took over forty years for a change to take place on the commissioning component. The ROTC Vitalization Act of 1964 solidified ROTC's role as the primary source of active-duty Army Officers and the program of instruction for Army ROTC became more closely aligned with college education than ever before. The act allowed for the establishment of Army ROTC scholarships and monthly stipends.

High school students can be awarded 4-year or 3-year scholarship upon graduating from high school. Monthly stipends are issued to contracted students. A contracted student makes a commitment to commission in the U. S. Army as a Second Lieutenant. While attending the university or college of choice the student takes courses taught by the Military Science Department. The last two years of Army ROTC the student is enrolled in the Advanced Course. It includes a six-week summer Advanced Camp between the junior and senior years. They must graduate from the Advanced Camp as one of the requirements to be commissioned as Army Officers.

Since 1997 Joint Base Lewis-McChord, Washington, Fort Lewis was the home of Cadet Summer training. Initially known as National Advanced Camp from 1997 to 2002; National Advanced Leadership Camp from 2002 to 2004; and Leader Development and Assessment Course (LDAC) Operation WARRIOR FORGE 2004 to 2014. In 2014, Cadet Command made the decision to relocate all ROTC summer training to Fort Knox, Kentucky its current location.

The relocation offered more opportunities for new hands-on training including cultural awareness and overseas immersion. In 2015, it was renamed Cadet Leader Course (CLC) and Cadet Initial Entry Training (CIET) Course. Another renaming occurred during the summer of 2016 to its current name Advanced Camp. The Army ROTC program uses the culminating event Advanced Camp to evaluate each cadet on his or her leadership abilities.

Leadership

Leadership is heavily emphasized and expected from everyone in the Army regardless of designated authority or recognized position of responsibility (Department of the Army, 2012). As a result, all soldiers must have a basis of understanding of what leadership is and does (Department of the Army, 2012). Leadership is paramount to the success of any army (Roberts, 2018). Most definitions reflect the assumption that it involves a process whereby intentional influence is exerted by one person over other people to guide, structure, and facilitate activities and relationships in a group or organization (Yukl, 2002). The following are definitions of leadership.

- Leadership is viewed as an influence process that occurs naturally within a social system and is shared among its members (Yukl, 1998)
- A process in which one or more people engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality (Burns, 1978).
- The Army defines leadership as the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (ADP 6-22, 2012).

- The Air Force defines leadership as the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare (AFDD 1-1, 2011).
- The Navy defines leadership as the art, science, or gift by which a person is enabled and privileged to direct the thoughts, plans, and actions of others in such a manner as to obtain and command their obedience, their confidence, their respect, and their loyal cooperation (U.S. Naval Academy, 1984).
- The Navy defines leadership with a list of principles. (Center for Personal and Professional Development, 2015)
 - Principles of Naval Leadership
 - Know yourself and seek self-improvement
 - Be technically and tactically proficient
 - Know your subordinates and look out for their welfare.
 - Keep your subordinates informed
 - Set the example
 - Insure the task is understood, supervised and accomplished.
 - Train your unit as a team.
 - Make sound and timely decisions.
 - Develop a sense of responsibility among your subordinates
 - Employ your command in accordance with its capabilities
 - Seek responsibility and take responsibility for your actions.
- The Marine Corps defines leadership with a list of traits (Air University Strategic Leadership Studies Marine, 2012).
 - Marine Corps Leadership Traits
 - Justice
 - Judgment
 - Dependability

- Initiative
 - Decisiveness
 - Tact
 - Integrity
 - Enthusiasm
 - Bearing
 - Unselfishness
 - Courage
 - Knowledge
 - Loyalty
 - Endurance
- The Coast Guard’s definition of leadership is: You influencing (or inspiring) others to achieve a goal (U. S. Coast Guard, Performance Improvement Guide, 2014).
 - Leadership is accepting responsibility to create conditions that enable others to achieve shared purpose in the face of uncertainty (Ganz, 2010).
 - Leadership is all about getting people to work together to make things happen that might not otherwise occur or to prevent things from happening that would ordinarily take place (Taylor, Rosenbach, and Rosenbach, 2009).
 - Leadership is influencing other to follow (Lorsch, 2010)

Ladkin and Taylor (2010) identified leadership from a scientific viewpoint that offers processes to assist leaders in taking an element of the art out of the equation. Even though the definition is still evolving, there is an overwhelming consensus among theorists that leadership is probably different from management and it is not a one-person social process (Ott, 1989).

Leadership has many definitions and takes on many different forms. Your leadership footprint is surely the aggregate of all the things you do and say – not all the things you know

(Radka, 2019). Ethical and effective leadership has a great impact on an organization. In an article by Mango (2018) Chic-fil-A models ethical and effective leadership. Their leadership philosophy is built around the word serve because they believe that great leaders see the future, engage and develop others, reinvent continuously, value results and relationships and embody values. In order for a person to be a successful leader and exhibit the leadership skills that are accepted and praised by the dominant culture, there must be followers or people whom the leader can lead. On a basic level leadership is broken up into three components including: (a) individuals leading others; (b) individuals' personal resources (i.e. ability, past experiences, etc.) to lead; and (c) the process of how those resources are manipulated to lead (Fallesen, Keller-Glaze, & Curnow, 2011).

Leadership is one of the most important factors that determine the overall performance of an organization (Lussier & Achua, 2012). To the contrary Hogg, Van, Knippenburg and Rast (2012), Believes how leaders in organization's delegated duties, make decisions and interact with other members either positively or negatively affects employee output and thus influences the attainment of the overall organizational objective.

Despite the multitude of ways in which leadership has been conceptualized, the following components can be identified as central to the phenomenon: (a) Leadership is a process, (b) leadership involves influence, (c) leadership occurs in groups, and (d) leadership involves common goals (Northhouse, 2019). Leadership is a process where an event takes place between the leader and the followers. The event or action is more collaborative in nature. Leadership encompasses influence. It is concerned with how the leader affects followers and the communication that occurs between leaders and followers (Ruben & Gigliotti, 2017). If influence is missing there is no leadership. It involves influencing a group of people to achieve a

common goal. Leadership focuses on the ways to achieve the common goal. The leadership process includes leaders and followers. Leaders are engaged in the leadership behavior and followers are receiving the directions and guidance. Leaders and followers must be able to identify when things effect the organization in a negative manner.

Abusive and toxic leadership behaviors can have a negative impact on the organization. According to Tepper (2007), abusive leadership is defined as employees' perception of the extent to which a leader engages in verbal and nonverbal behaviors – such as public ridiculing and belittling, intimidating, displeasing, or upsetting. Participants in a study conducted by Starratt & Grandy (2010) revealed that working in an abusive environment increased anxiety levels, inside and outside of work. Some participants also described physical responses to the abuse they experienced such as justifying retaliation against the person who wronged them.

The military has faced its challenges with leaders having a negative impact on the organization by displaying toxic leadership. Toxic leadership is a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance (ADP 6-22, 2012). It is an apparent lack of concern for the well-being of subordinates, a personality or interpersonal technique that negatively affects organizational climate, and a conviction by subordinates that the leader is motivated primarily by self-interest (Reed, 2004). A study conducted in 2009 with members of Command General Staff College (CGSC) course stated those who experienced toxic leadership reported that they were significantly less satisfied with pay and benefits; relationships with coworkers, supervisors and subordinates; the kind of work they did; and their jobs (Reed, Olsen, & Min, 2010). This same study recognizes that we will probably never eliminate the problem of toxic leadership, but suggest that there should be more vigorous intervention to identify and deal with destructive

leaders. It is not enough to merely fire toxic leaders, it is also necessary to identify and modify the systems that support and encourage them (Kusy & Holloway, 2009). The key for leaders is to be able to identify when issues or concerns are taking place within the organization. The supervisor, manager or officer in charge implement corrective actions as soon as possible to foster a positive work environment to grow future leaders of the organization.

Leader Development Programs: Army, Air Force, and Navy

Leader development programs are not unique to any organization. They are developed to improve quality and efficiency in healthcare, train cadets how to operate in an austere environment, strengthen physician's leadership competencies and improve organizational performance. Organizations spend vast sums of money on leadership development each year with costs of education and training in leadership development increasing (Peters, Baum & Stephens, 2011). On the other hand, despite \$50 billion being spent annually by employers around the world, only 37% of leaders rated their organization's leadership development program as effective—a percentage that has remained stagnant over the past seven years (Development Dimensions International, 2014). Based on the amount of resources spent; organizations should have the best leaders and leader development programs. However, the need for leaders at all levels is one of the 12 issues identified in the Global Human Capital Trends 2014 survey published by Deloitte University Press. Deloitte researchers point out that leadership remain the number one talent issue facing organizations around the world, with 86% of respondents to the survey rating it urgent or important (Radka, 2019).

Leader development is imperative to privately owned business, the medical field and the education field. For example, placing an emphasis on the high-quality principals who has gone through leader development programs are associated with increased high school graduation rates (Colia & Green, 2012). States are required to adhere to the Every Student Succeeds Act (ESSA). The ESSA provides opportunities for states to invest in developing and supporting effective school leaders (Espinoza & Cardichon, 2017). Vermont is leveraging the Title II 3% leadership set-aside to create and implement the Vermont Leader's Professional Learning Academy/Institute, targeted to leaders in schools identified for improvement (Vermont Agency

of Education, 2017). North Dakota is creating a multi-tiered leadership academy to develop principals as effective leaders. One way the state is doing this is by implementing a Leadership Academy to ensure that North Dakota principals have the resources and support they need to be effective leaders (North Dakota Department of Public Instruction, 2017). Leadership development remains an important issue based on the amount of resources devoted to preparing organizational leadership for current and future requirements (Peters, et al., 2011).

Developing leaders for the future is key to long term success. Highly effective leader development programs incorporate education, training and experience including feedback and mentoring in a logical and systematic process so that leaders will know and understand leadership principles, acquire fundamental leadership skills, and have opportunities to practice what they have learned (Csoka, 1998). Creating a leadership pipeline filled with competent, trained, and educated cadets is the responsibility for senior leaders. When senior leaders are involved in the teaching and learning of junior leaders it has shown to be an effective tool.

Leadership development programs for every government organization or business is a priority. Each agency has a vested interest in continuing and growing their current footprint. They see it has an obligation not only to the organization but to the personnel who are employed. Groves (2007) conducted a study on a group of 30 Chief Executive Officers and human resource executives across 15 best practice organizations. He found that the best practice organizations effectively integrated leadership development and succession planning systems by fully utilizing managerial personnel in developing the organization's mentor network, identifying and codifying high potential employees, developing high potentials via project-based learning experiences and manager-facilitated workshops, establishing a flexible and fluid succession planning process,

creating organization-wide forums for exposing high potential employees to multiple stakeholders, and establishing a supportive organizational culture.

According to Amagoh (2009), leadership development should be comprehensive and systematically integrated into the organizational culture in order to produce leaders who can deal adequately with organizational challenges. Further, studies have linked leadership programs with a variety of specific developmental outcomes including civic responsibility, multicultural awareness, skill development, and personal and societal awareness (Cress, Astin, Zimmerman-Oster, & Burkhardt, 2001; Posner, 2004).

One of the more systematic efforts to evaluate the development of leadership in the military was conducted by Streufert et al. (1988). Streufert et al. assessed the impact of training on the development of more flexible, integrative thinking among officers. The desired outcome for the cadets attending cadet summer training is to pass with stellar ratings. To succeed in this highly competitive operational environment the Army recognizes that every leader, especially its most junior officers, must be competent, confident, and adaptive and demonstrate critical and innovative thought.

The Army's Leader Development program (ALDM) shown below, (See Figure 2) is based on the interaction of three pillars or developmental domains. The three core domains that shape the critical learning experiences throughout a soldier's and leader's career are the operational, institutional, and self-development domains. These three pillars correspond to Hunt's (1991) comprehensive summary of leadership development activities that focus on the use of education, training, and on-the-job experiences to promote development. The institutional base is the foundation upon which we develop leaders to realize their maximum potential as stated in a Department of the Army Pamphlet (DA Pam 350-58).

The operational training domain is the training activities organizations undertake while at home station, at maneuver combat training centers, during joint exercises, at mobilization centers and while deployed. Advance Camp is the operational domain training program for future commissioned officer. It provides the knowledge and develops the leadership attributes and competencies at the right time for increased responsibility at the current and future rank or grade (ALDM, 2013). The self-development training domain is planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base, self-awareness, and situational awareness; complements institutional and operational learning; it enhances professional competences and meets personal objectives (Army Doctrine Publication 7-0, 2012).

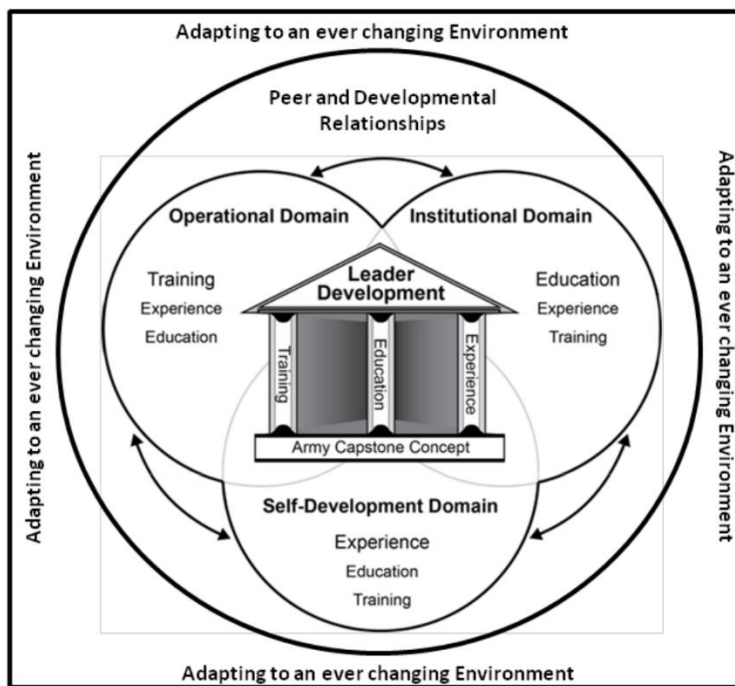


Figure 2. Army Leader Development Model, Adapted from Army Leader Development Strategy 2013

The Army, Navy, and Marine Leader development programs foster the idea that leadership development is doing an action and learning from the experience. Each cadet that participates in the programs are developing their leadership skills and learning about themselves.

Army Leader Development Program

Army Reserve Officer Training Corps (ROTC) evaluates Cadets on their leadership development during Cadet Summer Training Advanced Camp. According to Leskiw and Singh (2007), in order for leadership development to be successful a system that encompasses formal training and action learning is necessary. Advanced Camp is considered a critical event for Military Science Level III Cadets normally conducted during the summer of their junior year in college or university. Advanced Camp (AC) is a 31-day summer training event focused on solving complex problems at the squad and platoon-level. Cadets arrive at AC with requisite leadership attributes and competencies to confidently demonstrate leadership ability through critical thinking and problem-solving capability developed during the academic year. Advanced Camp is conducted in four phases listed below.

Advanced Camp Phase I – Reception and Staging: Through this initial 5-day phase, Cadets gain an understanding of the USACC CG's expectations including training outcomes and the assessment process. They demonstrate that they are physically prepared to continue Advanced Camp. All Cadets complete in-processing and SRP, administrative briefs, and introductory training focused on Team building events.

Advanced Camp Phase II – Onward Movement: Continuing through the 4-day onward movement phase, Cadets will demonstrate competence in individual BOLC-A tasks to evaluate their potential for continued progression in AC. Onward movement includes the following

training tasks to prepare for integration: APFT, patrol base training, pre-marksmanship instruction through qualification, C3, map reading, call for fire trainer, first aid, CBRN, and peer evaluation.

Advanced Camp Phase III – Integration: Through the 6-day Integration phase, Cadets will demonstrate confidence in Squad tactics and understand Platoon operations to prepare for the deployment phase. The focus of integration is squad capability as they navigate through training tasks to include land navigation, squad battle drills, troop leading procedures, and patrolling.

Advanced Camp Phase IV – Deployment: Over the 10-day Deployment phase, Cadets will apply individual and collective fundamentals of tactical operations. They demonstrate leadership abilities and competence in field craft while planning, deploying, and conducting two rigorous FTXs encompassing multiple missions.

Advanced Camp Phase V – Redeployment and Reintegration: The final 7-day phase includes branch orientation / roundtable, keynote speakers, Family day, graduation, and commissioning (as applicable). The outcome is Cadets value reflection, counseling, and mentorship in a way that inspires professional growth, promote lifelong learning, and become stewards of the profession. AC builds upon on-campus training and develops the Cadet's small unit leadership ability in a tactical environment. The leadership experience supports continued leadership development during the MS IV year while forming the presence and competence of a U. S. Army Lieutenant within each Cadet.

The Army must develop leaders comfortable making decisions with available information and prepared to underwrite the honest mistakes subordinates make when learning. These same leaders must also be capable of developing others to be adaptive, creative, professional, and

discipline to execute any mission (FM 6-22). Establishing a foundation for leader development program is a logical beginning point for leader development programs (Eich, 2008; Zimmerman-Oster & Burkhardt, 1999). Hofmann and Johnston (2005) described a successful leader development program that engaged participants in foundation-building activities. Mumford et al. (2000) commented that people must acquire base concepts, learn what is expected of them, and apply these concepts in well-structured, relatively concrete situations before developing skills needed to solve more complex leadership problems.

Leader development not only applies to the cadets, Cadre members receive training as well. The cadre participate in the Leader Certification Program (LCP). The course is taught using the train-the-trainer format by expert educators from the Asymmetric Warfare Group at the Observer Controller/Trainer Academy at Fort Knox, Kentucky. The training is conducted for 10 days prior to each Advanced Camp Regiment; provide the Advanced Camp Regimental Platoon Cadre with highly trained, competent and focused Officers and Noncommissioned Officers to enhance adaptability in training and education for the Cadre and support Cadet training and evaluations.

Air Force Leader Development Program

Leader development takes place across all branches. Air Force ROTC's mission is to develop quality leaders for the Air Force. The Cadets leadership abilities are evaluated during Leadership Evaluation and Development (LEAD) Training. LEAD completion is mandatory to receive an Air Force commission through AFROTC. The program is designed to evaluate military leadership and discipline, to determine the potential for entry into the Professional

Officer Course (POC) and stratify the students among their peers. The POC is designed to prepare the selected students for military officer duty.

The AFROTC program is like Army ROTC program in which students receive training during their first two years of college to prepare them to attend the leader development training. One key difference between the two programs is AFROTC cadets are selected to attend field training and the AROTC Cadets attend Advanced Camp when they are medically qualified and completed their Military Science III level course. LEAD training is a four-week program that test the cadet's strength and weakness in various situations. Leadership development is always under revision to ensure our future leaders are receiving adequate training to lead this great nation. Eight years ago, the Air Force saw the need to revise their leader development program by adding 10 hours of hand-to-hand combat instruction to the field training. The Cadets receive 11 days of traditional training such as marching, leadership, and orientation courses. Nearly half of the curriculum is deployment and combat training; six days of expeditionary training at the Maxwell Air Force Base Thunder tent city and six days of intense combat operations training at Army National Guard's Camp Shelby Joint Forces Training Center in Mississippi. The additions were made to standardize officer accession training and instill a "warrior ethos" as directed by the Air Force Chief of Staff (Lake, 2008). Leader development is important during the freshmen and sophomore year of college. According to a study conducted by Shannon (2013) cadets who are considered high performers at their detachment are being identified as high performers at the field training encampment.

As the world changes, the enemy changes and the threat changes. Our military leaders must be prepared to encounter the unknown. Leader development is essential to all Armed Forces. In November 2010, the Air Force chief of staff tasked the Air Force Research Institute

(AFRI) to review current Air Force leader development. The research team focused was on the preparation of Airmen and challenges young leaders will encounter as they enter the Air Force. The study first identified leaders must be physically and mentally prepared to operate in an austere environment with limited resources. Second, based on evolving level of technology enhancing daily awareness of cyber security is a vital. Lastly, cooperation at all levels of leadership is imperative because the economic power is shifting for the United States.

The Air Force has adopted a leadership model based on the principle that leadership skillset is teachable (Fleishman, Hardings, Jacobs, Mumford, & Zaccaro 2000; Garic, 2006; Reithel & Finch, 2007). These common threads of leadership skill development were incorporated in the Air Force's leadership development process in the form of a three-tiered leadership model codified in Air Force Doctrine Document 1-1 (AFDD 1-1) (U.S. Department of the Air Force, Leadership and Force Development AFDD 1-1 2004).

Naval Leader Development Program

The Navy's philosophy is one of lifelong learning and self-development. In *Naval Leadership, Voices of Experience*, the editors describe the philosophy:

Education is not necessarily tied to a formal learning teaching relationship; it is often accomplished at a personal level. The civilian phrase for this type of education is on-the job training. Have you ever heard the cliché “trained but not educated” in reference to the kind of learning done at the Naval Academy? This is incongruous, because a good naval officer – that is, a true leader – is indeed well trained, but his training is the most sophisticated education in the world. He listens, absorbs, studies, and practices over and over, in a seemingly endless course of development. This kind of activity is essential to the leader. The ideal is not to be well trained once, but to be always in training! (Montor, K 1998).

More than ninety studies, reviews, and boards have examined the Navy's officer leadership, training, and education practices, in a continuing effort to produce an enduring and

integrated system of officer development. Nevertheless, the Navy has been unable to reconcile the symbiotic relationship among training, education, and experience, and this inability has left it unprepared to meet the challenges inherent in the vision of the Chief of Naval Operations (CNO) to develop 21st century leaders (CNO Guidance, 2007). The 2017 Command Charter from the Naval Leadership and Ethics Center (NLEC) reflects the necessary change mentioned by the Chief of Naval Operations. Delivers first-rate, role-specific leader development that builds confidence and competence in attaining leader development outcomes in our Navy professionals, from Seaman Recruit to Captain, NLEC retains at its core responsibility to develop leaders at the command level, including Major Command, Commanding Officer, Executive Officer, and Command Master Chief/Chief of the Boat.

Naval ROTC also trains and evaluates their students' (midshipmen) leadership skills during the academic school year and during the summer training. During the academic year each student is assigned to a position of responsibility prior to commissioning to develop their leadership skills. Summer training known as Summer Cruises is required for all NROTC scholarship midshipmen during each summer between the freshman and senior years. Summer Cruises are commissioning requirement (ROD, 2012). The summer training conducted before the student's (midshipmen third class) sophomore year is called Career Orientation and Training for Midshipmen (CORTRAMID). The summer training conducted before the student's (midshipmen second and first class) junior year is called Atlantic/Pacific training of Midshipmen (LANTRAMID/PACTRAMID)

The training is conducted in four phases (Aviation, Submarine, Surface, & Marine Corps). The training objective for the aviation phase is to indoctrinate the midshipmen in the concepts, roles and mission of Naval Aviation. The submarine phase focuses on the roles and

missions of the Fast Attack and Fleet Ballistic Missile submarines. During the surface phase they learn the missions of the surface forces of the Navy. As the training comes to an end the last phase focuses on the concepts, roles and mission of the United States Marine Corps. This training includes active participation in small unit tactics, weapons firing and amphibious assaults. The students (midshipmen first class) with the goal of becoming a Marine officer attend Officer Candidates School (6-week course) at the Marine Corps Combat Development Command in Quantico, Virginia.

Based on the performance at their college or university and their level in the program they are selected and/or assigned to various assignments. The student can be assigned to a nuclear submarine or nuclear surface vessel receiving a Nuclear Power designator. Another option is Afloat Aviation where a student can also be assigned to train aboard a carrier with the possibility of having flight time or train with a Navy aviation squadron. Only a small percentage of students are selected for Foreign Exchange Training of Midshipmen (FOREXTRAMID) and Japanese Maritime Self-Defense Force (JMSDF) Exchanges.

The Army, Air Force and Naval ROTC programs take pride in developing leaders to serve and uphold the values of our country. A lot of resources, time, effort, and money are dedicated to train our future leaders. The current leaders are retiring from the Armed Forces and future leaders are following in their footsteps. These new leaders will begin their training for leader roles on the college campus (Haber & Komives, 2009). As the most dynamic component of combat power, leadership has won the day in countless battles and will continue to do so as long as our military remains in existence (Washington, 2001).

Leader Development Activities

Leadership development refers to any activity that enhances the capability of an individual to assume leadership roles and responsibilities. Leader development activities must maintain the vision of developing leaders to execute mission command. Courtesy of Cadet Command Advanced Camp page. Leader development activities must maintain the vision of developing leaders to execute mission command. Because the development of effective leaders is the main goal of the U.S. Army ROTC program (Vechio, Bullis, & Brazil, 2006), it is not surprising that training is designed to best prepare cadets for commissioning as second lieutenants upon successful completion of the program. Cadets will demonstrate competence in individual Basic Officer Leadership Course (BOLC-A) tasks, squad tactics, and RECONDO training: APFT, Land navigation, Basic Rifle Marksmanship (BRM), 12-mile foot march, Confidence, First Aid, CBRN and Call for Fire (CFF).

Army Physical Fitness Test

The Department of Defense (DoD) considers fitness tests as a reflection of the general health and well-being of a service member but acknowledges that a higher level of fitness is required to perform job-related activities (U.S. General Accounting office, 1998). The Army Physical Fitness Test (APFT) is a numerical measure of physical fitness based on a Soldier's ability to perform pushups, sit-ups, and a two-mile run (FM 7-22). The Army FM 7-22 is the base document which guides physical fitness programs throughout the Army. It states specifically that the APFT is a measure of general health and wellness.

The APFT is a three-event test which assesses muscular and cardio-respiratory endurance. The events are conducted in a specific order: pushups, sit-ups, and the two-mile run,

with no exception to the specified order. Cadets are allowed a minimum of 10 minutes and a maximum of 20 minutes rest between events. All three events must be completed within two hours with scores annotated on DA Form 705, Army Physical Fitness Scoreboard, May 2010, Appendix D. The APFT provides an accurate assessment of each Cadet's fitness level. Cadets are also briefed on the importance of physical training as a part of a comprehensive individual combat readiness plan.

Land Navigation

The land navigation training outcomes develop, assess and train Cadets in basic dismounted land navigation skills. Cadets demonstrate their ability to perform basic land navigation skills during day and night conditions on a verified course in varied terrain. Cadets are also taught advanced land navigation skills and associated tasks, which include mounted land navigation, range estimation, terrain analysis, and call for fire. The Land Navigation evaluation consists of three events totaling 100 points a must pass event to successful complete Advanced Camp. The written examination see sample in Appendix F is worth 20 percent. Cadets must answer 14 out of 20 questions to pass. The day Land Navigation test is worth 50 percent where Cadet must navigate correctly to 4 out of 6 points within 5 hours. The night Land Navigation test is worth 30 percent where Cadet must navigate to 3 out of 5 points within 3.5 hours.

Basic Rifle Marksmanship

The Basic Rifle Marksmanship (BRM) training familiarizes Cadets with select U.S. weapons, capabilities and employment techniques. From the very beginning they are taught the basic safety step of handling the weapon. 1) Weapons on safe until target is identified and

acquired. 2) Muzzle awareness. 3) Finger outside of trigger well until sights are on the target. 4) Every weapon is always treated as loaded. Cadets receive training in order to conduct zero/qualification with the M4/M16A2 and to gain confidence in their assigned weapon and in their training by engaging targets on the range.

RECONDO Badge

The RECONDO badge is awarded to Cadets who display superior skills at Advanced Camp. They must exceed the standards in APFT, confidence courses, land navigation, marksmanship, first aid, CBRN, and the 12-mile foot march. To earn this badge of honor, cadets must:

- a) Score 90 points or higher in each event of the APFT.
- b) Score “expert” in basic rifle marksmanship.
- c) Score at least 90 percent on written land navigation testing.
- d) Successfully locate five out of six points on the land navigation course.
- e) Receive a first-time “go” on the first aid test, the call-for-fire exercise and all Confidence Course obstacles.
- f) Complete the 12-mile foot march in less than three hours.
- g) Pass all graded leadership opportunities.
- h) Not have been involved in any moral or ethical violations throughout camp.

Confidence Training

Confidence training includes rappel training, the slide for life, log walk/rope drop, and confidence and obstacle courses. Confidence training is designed to challenge the Cadets'

physical courage, build confidence in personal abilities, and help them overcome fear. At the rappelling site, each Cadet executes one 70-foot rappel and several 37-foot rappels. Cadets demonstrate confidence in their ability to overcome fear of heights by executing the confidence/obstacle course, log walk/rope drop and slide for life.

Chemical, Biological, Radiological & Nuclear (CBRN)

Cadets are trained on CBRN tasks to develop confidence in the U.S. Army's protective mask and chemical protective clothing. Cadets learn to correctly wear, operate and build confidence in their CBRN clothing and equipment. Cadets will gain an understanding of the leadership challenges and constraints associated with operating in a CBRN environment. In addition, they will gain an understanding in the difference between CBRN threats and hazards and the terms threat reduction cooperation, contamination avoidance, and chemical warfare. Cadets receive a brief on the relationships between individuals and groups that may seek to harm the United States and how it is critical to supporting the nation's strategy to combat Weapons of Mass Destruction (WMD) (AC – Cadet Handbook, 2017). The culminating experience at CBRN is exposure to the effects of live tear gas in the CBRN gas chamber.

Tactics Training

In the first block of tactics instruction, Cadets learn individual battlefield skills, movement formations, techniques and procedures necessary for subsequent tactical training at the squad level. Movement refers to shifting of forces on the battlefield. The key to moving successfully involves selecting the best combination of movement formations and movement techniques for each situation (AC – Cadet Handbook, 2017). Careless movement usually results

in contact with the enemy at a time and place of the enemy's choosing. This understanding is the basis for employing movement formations, movement techniques, route selection and navigation, crossing danger areas, and security.

Small unit tactical training is a vehicle to teach and evaluate leadership. It introduces conditions of stress that parallel those found in combat. Tactical training introduces new skills, provides performance-oriented reinforcement opportunities and increases the degree of difficulty and sophistication of training events. Cadets learn the skills necessary to function in a tactical training area. This building-block approach provides the best opportunity for Cadets to learn and for Cadre to assess their leadership potential. The tactics portion of training is design to aid in the development of adaptable leaders capable of solving complex problems in Decisive Actions Training Environment.

Squad Situational Training Exercise: Squad STX is a four-day, two-phase event. The first day, the squad training phase, is designed to train squad battle drills and collective tasks. The last three days, the Squad STX lane phase, are designed to evaluate leadership using tactical scenarios. Each cadet receives two formal evaluations of his/her performance as a squad leader during this phase. Squad operations build on and reinforce all previous instruction. Cadets use knowledge of land navigation, terrain analysis, weapons systems and all individual training previously presented.

Patrolling Situational Training Exercise: Patrolling STX is a two-day event that provides cadets practical experience in leading soldiers at the section level in a challenging, realistic and fluid environment. On the first day, cadets undergo training and then during the last three days they participate in an exercise where they are formally evaluated. Developmental feedback is

provided to all levels of leadership. Patrolling STX builds on and reinforces all previous instruction received during the course. The event ends with a 12K foot march.

12-mile Foot March

Dismounted marches also called foot marches are movement of troop and equipment, mainly by foot, with limited support by vehicles (FM 3-90-2). Foot marches are characterized by combat readiness, ease of control, adaptability to terrain, slow rate of movement, and increased personnel fatigue. A successful foot march is when soldiers arrive at their destination at the prescribed time and are physically and mentally able to immediately execute their mission. Physical and mental conditioning is normally done through unit conditioning programs and acclimatization of Soldiers to an area of operations (ATP 3-21-18). The physical and mental conditioning for cadets takes place prior to attending cadet summer training. At the beginning of the MSIII year the cadets conduct numerous 12-mile foot marches at their perspective campus to prepare them for CST. Each cadet is required to complete the foot march within 4 hours.

Leadership Theories

According to Al-Mailam (2004), high-quality leadership is considered a key element that led to the success of an activity within a group. Character is a combination of values and attributes that enables a leader to see what to do, decide to do it, and influence others to follow. A leader must be competent in the knowledge and skills required to do your job effectively. A leader must take the proper action to accomplish your mission based on what your character tells you is ethically right and appropriate (Fundamentals of Leadership, n.d.). There are several approaches and or theories to leadership. Since the 1950's research has developed various theories that described and attempted to explain leadership (Northouse, 2016).

Leadership theories provided a way to explain diverse approaches to leadership. Ronald (2014) provided historical foundations of the various leadership theories theme links the various theories to modern leadership approaches. Winkler (2010) advanced that no one theory can explain leadership activities or foretell exactly an individual's leadership potential. On the other hand, reviewing leadership theories is important in defining varying views (Wright, 1996). Even though there are several leadership theory Radka (2019) states leadership is not a theory to be taught – it is a practice which must be learned and appreciated through experience of leading. This research will focus on trait, behavioral, power-influence, and situational leadership.

Trait Theory

A trait is a personality attribute or a way of interacting with others which is independent of the situation, that is, a characteristic of the person rather than of the situation (Fielder & Chemers, 1974). Individual personality traits assist in directing individual's behavior, which further assists in developing leadership skills (Hutchinson, 2010). Personality traits found to be

more beneficial for the leader include social skills, ability to trust others, emotional stability, dependability, and intellect (Hutchinson, 2010). The great man theory was the catalyst for several classic trait leadership theories giving emphases to task completion, efficiency, and the leader's productivity (Komives, Lucas, & McMahon, 1998). According to Northouse (2006), researchers highlighted particular leadership traits considered to be positive indicators of effective leaders. The trait approach emphasizes attributes such as personality, motives, values and skills (Yukl, 2002). It also emphasizes qualities such as courage, wisdom, and character (Hollander, 1978). During the training cadets are developing their leadership style by being placed in an unfamiliar environment and evaluated throughout on his or her performance.

Trait theory has faced many opposing views. Mainly, it hard to contend people will be effective leaders because they possess certain traits without also considering other variables that influence leadership effectiveness (Bass, 1990). Stogdill (1974) posited that there was no one trait or cluster of traits found across all leaders that were relevant to all leadership events. According to Stogdill (1974), a 30- year review of trait theory provided no useful conclusions that to become a great leader one must have a unique set of traits.

Situational Leadership

Situational leadership is based on an interplay among (1) the amount of guidance and direction (task behavior) a leader gives, (2) the amount of socioemotional support (relationship behavior) a leader provides, and (3) the performance readiness level that the followers exhibit in performing a specific task, function or objective (Hersey et al., 2008). Army Leadership stresses that leaders must be able to adjust their leadership style to the situation. A leader's judgment, intelligence, cultural awareness, and self-control play major roles in helping you choose the

proper style and the appropriate techniques for the task at hand. In today's modern military, situational aspects of leadership are becoming more important as a greater emphasis is placed upon a soldier's ability to critically think through ambiguous and dangerous situations and to adapt as the situation unfolds (Fallesen, Keller-Glaze, & Curnow, 2011). Contained within the situational leadership theory, leaders who remain successful must match their preferred leadership style to that of their subordinates (Lerstrom, 2008). The most favorable situation for a leader would have good leader-member relations, high leader-position power, and high task structure.

Hersey and Blanchard's (1969) situational leadership approach advocated that the leader's ability to assess the situation as swift as possible is imperative. Then they can adapt their leadership style to best accommodate subordinates' skill and commitment levels. Much like the Army's approach to dependent variables of the situation as METT-TC (mission, enemy, terrain and weather, troops, time available, civil considerations). Situational Leadership is evident at Advanced Camp during the last two weeks of scenario based training. The Field Training Exercise (FTX) are scenarios designed to replicate potential events and situations that cadets may face in the future. They must find a way to adapt to changing situations and multiple events taking place at one time. Successful leaders will be able to adapt their leadership style to the required tasks, goals, objectives, or mission to be accomplished (Yukl, 2006). Kinni and Kinni (2005) noted leaders who have situational leadership traits or characteristics depend on each situation as a standalone event while knowing that no one style will be the best fit.

Leaders must have the insight to understand when to adapt each leadership style to the situation at hand. The Hersey and Blanchard (1969) model encourages leaders to be flexible and find the right style for the task and the group maturity level. The four primary leadership styles

according to Hersey and Blanchard Situational Leadership Theory are telling, selling, participating, and delegating see Figure 3. Telling, the leader directs the subordinates what and how to do the assigned task. In selling the leader receives buy in from the team on how to complete the mission while providing supervision to the team and providing constant feedback. Participating means that the leader takes a step back and allows the team to make more of the decisions. He or she encourages and motivates the teammates towards the same goals. In delegating the leader is completely hands off and the group takes more of the responsibility. They are more mature and trust in his or her colleagues' abilities to carry out the assigned task.

Hersey-Blanchard Situational Leadership Theory			
		Task Behaviors	
		Low	High
Relationship Behaviors	High	Participating Style Shares Ideas <i>(Followers able, unwilling, not confident)</i>	Selling Style Explain Decisions <i>(Followers unable, willing, confident)</i>
	Low	Delegating Style Turn over decisions <i>(Followers able, willing, confident)</i>	Telling Style Give Instructions <i>(Followers unable, unwilling, not confident)</i>

Figure 3. The Hersey-Blanchard Situational Leadership Theory adapted from Retrieved March 13, 2019, from <http://www.free-management-ebooks.com/faqld/leadtheory-06.htm> Copyright Free-Management-eBooks

The situational approach outlines leadership styles ranging from exclusively directive to that of being supportive. Effective leadership is based on the appropriate balance of a leader's task and relationship behaviors. The leader's emphasis of either task or the relationship behavior depends on the maturity or readiness of the follower (Lerstrom, 2008). As the follower competency and commitment to the performance of the task increases, the level of control the

leader exerts reduces (Northouse, 2006). Noticing changes within environment is a task of situational awareness as a function of leadership (Burba, 1999).

Hersey and Blanchard are not the only ones who defined situational leadership. Goleman (2000) identifies six leadership styles within situational leadership. Coaching leaders, pacesetter leaders, democratic leaders, affiliative leaders, authoritative leaders, and coercive leaders. Regardless of the situation, cadets are expected to have the ability to lead a group in the accomplishment of an assigned mission while maintaining within the groups high standards of discipline, morale, and personal morals (Rice, et al., 1984). Leaders are expected to motivate subordinates outside of their comfort zone and past what is thought possible, both mentally and physically (Atwater & Yammarino, 1989a; Department of the Army, 2007).

Transformational Leadership

The transformational leader is concerned with long-term and short-term change to meet the needs of a situation and the people involved in the event (Trott & Windsor, 1999). That is where the relationship between the leader and his or her subordinates are working together to reach the same goal. The primary factors of the transformational leadership model include (a) charisma or idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration (Avolio, Bass, & Jung, 1999). According to Bass (1985), transformational leadership influences followers by motivating them to perform beyond expectations specified in the economic exchange agreement implicitly and or/explicitly.

Transactional leadership, on the other hand is contingent reinforcement such that transactional leaders and followers agree on what the followers need to do to be rewarded and what need to be done to avoid punishment (Bass, 1985). The primary focus of the transactional

leadership model includes (a) contingent reward, (b) active management -by-exception, and (c) passive management-by-exception (Bass, 1985). Transformational leadership builds personal and social identification among its members with the mission and goals of the leader and organization (Bass, Avolio, Jung, & Berson, 2003). Avolio (2003) believes this can build on these initial levels of trust by establishing a deeper sense of identification among followers with respect to the unit's values, mission, and vision. The moment a cadet arrives at Fort Knox, KY he or she is seeking out who they can count on and trust for the next thirty-one days. The transformational leader has to be very careful in creating trust, and their personal integrity is a critical part of the package that they are selling (Straker, 2002).

Transformation leadership style does not stand alone. Good leadership is not merely inspiring people with a transformational vision but also involves a capacity for creating and maintaining the system and systems and institutions that allows both effective and moral implementation (Nye, 2008). Burns (1978) introduced transformational leadership. Other authors such as Bass, Jung, Avolio, and Berson (2003) describe transformational leadership the core which constitutes adaptive leadership Bass and Avolio (1994) also state, transformational leadership involves the ability of the leader in the followings

- a) to stimulate interest among employees to see their work from different perspectives.
- b) to raise awareness about the mission or vision of groups and organizations.
- c) to develop workers to a higher level of ability and potential.
- d) to motivate workers and followers to look beyond self-interest towards the benefits of group or organization.

This leadership approach allows the modern Army leader the ability to adapt to an ever-changing environment. The unknown of future military conflicts extends itself to this type of leadership

style. Empirical studies have demonstrated that transformational leadership augments or supplements transactional leadership, and training in that area would be a beneficial addition to leadership training programs (Lau, 1998). An effective leader should be someone who exercises transactional leadership and puts leadership theory into practice (Atwater & Yammarino, 1993). Cadets summer training offers the cadets the opportunity to determine their leadership style and what works for them. Evidence reveals that transformational leadership can move followers beyond expected levels of motivation and performance (Seltzer, Bass, 1990). Transformational leaders inspire their employee to do more. Transactional leadership focuses on the role of supervision, group and organization performance; compliance is through rewards and punishments. The full-range theory of leadership looks to combine the best aspects of transactional and transformational leadership. Based on the situation, a leader may switch in between both styles.

Behavioral Leadership

Studies of individual leadership styles and behaviors contribute to the understanding of what it takes to be an effective leader. Studies such as the Ohio State Leadership Studies in 1950 and University of Michigan Studies in the late 1940s focused on behavioral leadership. Both studies conducted analysis on effective and ineffective leader behaviors. The University of Michigan study was conducted by a team of researchers led by Renis Likert identified leadership styles as an employee orientation and a production orientation. The employee-oriented style places emphasis on interpersonal relationships and accept individual strengths and weakness. The production-oriented style places emphasis on the task and technical aspects of the job. In the

study is was determined that employee orientated environment versus a production orientated leads to better results from the employees.

The Ohio State Leadership Study found that leaders display two types of behaviors to facilitate goal accomplishment: people oriented (consideration) and task oriented (initiating structure). People oriented behavior place emphasis on developing trust and respect for others. Task oriented behavior places emphasis on structure and clearly defining the roles of individuals within the group to establish effective organization and communication (Gilson, Latimer, & Lochbaum, 2015). With a focus on interpersonal relationships, mutual trust and friendship, the consideration leadership style is people-oriented. Which primarily focuses on:

- a) Being friendly and approachable
- b) Maintaining equality between leaders, team members, and stakeholders
- c) Ensuring the personal welfare of group members
- d) Being accessible to group members

The initiating structure focuses on task-oriented behaviors such as:

- a) Setting individual expectations
- b) Maintaining performance standards
- c) Scheduling and planning tasks
- d) Ensuring the group maintains organizational expectations

Leader Requirements

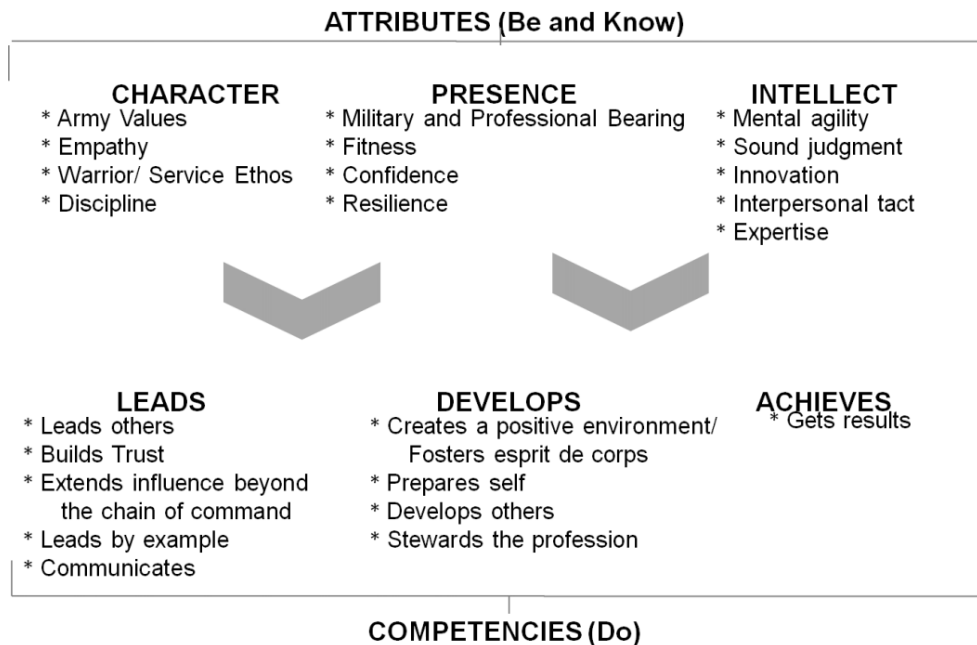
Many leaders come by their leadership skills intuitively, but others know that leadership can also be learned (Thompson, 1995). An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking and shape decisions for the greater good of the organization (ADP 6-22). These occur through leadership – the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (ADP 6-22).

As soon as Cadets arrive at CST they are placed in leadership roles. They are able to showcase their leadership style as a platoon leader, platoon sergeant, squad leader, or a team leader. The platoon leader leads his Cadets by personal example and is responsible for all the platoon does or fails to do, having complete authority over his subordinates. This centralized authority enables him to maintain unit discipline, unity, and to act decisively. He must be prepared to exercise initiative within his company commander's intent and without specific guidance for every situation. The platoon leader knows his Cadets, how to employ the platoon, its weapons, and its systems. The platoon sergeant is the platoon's most experienced NCO and second-in-charge. He or she is accountable for discipline, training, and welfare of the platoon. He sets the example in everything. He assists the platoon leader up upholding standards and platoon discipline. His expertise includes tactical maneuver, employment of weapons and systems, sustainment, administration, security, accountability, protection warfighting functions, and Cadet care (Advanced Camp Cadet Handbook, 2017).

The squad leader directs team leaders and leads by personal example. He has authority over his subordinates and overall responsibility of those subordinates' actions. Centralized

authority enables him to act decisively while maintaining troop discipline and unity. The squad leader is the senior Infantry Cadet in the squad and is responsible for everything the squad fails to do. He is responsible for the care of the squad’s Cadets, weapons, and equipment, and leads the squad through two team leaders. The team leader leads his team members by personal example and has authority over his subordinates and overall responsibility of their actions. Centralized authority enables him to maintain troop discipline and unity and to act decisively. The team leader’s position on the battlefield requires immediacy and accuracy in all of his actions and is a fighting leader who leads by example. He is responsible for all his team does or fails to do and is responsible for caring of the team’s Cadets, weapons, and equipment.

The Leadership Requirements Model establishes what leaders need to be, know and do. The figure below lays out the requirements and expectations of leader at all levels of leadership.



Leadership Requirements Model, ADP 6-22, Aug 12

Figure 4. Leadership Requirements Model, Adapted from *Army Leadership*, Army Doctrine Publication 6-22, Aug 12

Attributes shape how an individual behaves and learns in their environment. The desired leader attributes are character, presence and intellect. Competencies are skilled and learnable behavior the Army expects leaders to have and employ. All competencies and attributes together lead to trust between the leader and the led, trust that lays the foundation for mission command and effective teamwork (AC- Cadet Handbook, 2017). Research has noted that these attributes can be learned through leadership training; specifically, higher rates of ethical decision making and role modeling by participants were associated with leaders who displayed the same positive behaviors (Brown & Trevino, 2014; Cianci, Hannah, Roberts, & Tsakumis, 2014). During the academic school year cadets develop leadership attributes through their achievement in the ROTC program and personal experiences. Cadets balance being a full-time student, member of the ROTC, working, and other extra-curricular activities.

Understanding Army values and leader attributes is only the first step. A leader must embrace Army values and develop leader attributes, living them until they become habits (DA, 1999: 1-6). The Army core values: LDRSHIP is the acronym which stands for loyalty, duty, respect, selfless service, honor, integrity, and personal courage: (FM 22-100, 1999). Selfless service (i.e. altruism) is viewed from multiple perspective such as serving society to the best of one's ability, without concern for financial rewards or accolades (Heinecken, 1997) and putting the welfare of others and the success of the mission or task before your own (Leboeuf, 1999).

- a) Loyalty: Bear true faith and allegiance to the US Constitution, the Army, your unit, and other soldiers.
- b) Duty: Fulfill your obligations.
- c) Respect: Treat people as they should be treated.

- d) Selfless service: is viewed from multiple perspective such as serving society to the best of one's ability, without concern for financial rewards or accolades (Heinecken, 1997) and putting the welfare of others and the success of the mission or task before your own (Leboeuf, 1999).
- e) Honor: Live up to all the Army Values.
- f) Integrity: Do what's right – legally and morally
- g) Personal Courage: Face fear, danger, or adversity both physical or moral.

The leadership requirements and principles of mission command are mutually supportive.

Mission command is the exercise of authority and direction by the commander using mission orders to discipline initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations (ADP 6-0, 2012). It is used by Army commanders. It blends the art of command and the science of control while integrating the war fighting function to conduct the tasks of decisive action. Mission command has six fundamental principles:

- a) Build cohesive teams through mutual trust.
- b) Create shared understanding.
- c) Provide a clear commander's intent.
- d) Exercise disciplined initiative.
- e) Use mission orders
- f) Accept prudent risk.

Every Cadet must be prepared to assume responsibility, maintain unity of effort, take prudent action, and act resourcefully within the commander's intent. Mutual trust is shared confidence among commanders, subordinates, and partners (AC, Cadet Handbook, 2017).

Leader Performance and Evaluation

A good evaluation should be part of an overall program that clarifies the organization's direction, provides momentum, and develops future leaders according to Q4 Psychological Associates. The whole premise of Army ROTC is to develop our future leaders. Leaders that are able to adapt to any situation and lead an organization to the next level. The main objective of the evaluation is not merely to measure the leader's performance but designed to have an open dialogue about the short- and long-term goals. The short and long term goals are discussed during the initial counseling session. The performance appraisal is necessary to measure the performance of the employees and to check the progress of the organization towards the desired goals and aims (Fernandes & Pithadia, 2012).

In addition, Fernandes and Pithadia (2012) state appraisals help to identify both weaknesses and strengths of an individual to help improve performance and potential. They can also be used to make decisions about key positions in both civilian and military arena. For instance, performance appraisals in the civilian workforce help make decisions such as selection, training, and compensations (Lee & Cynthia 1985, 325). Mathis and Jackson (2011) stated that an employee evaluation has two general roles in organizations:

- Making administrative decisions about employees (compensation, promotion, dismissal, downsizing, layoffs, etc.).
- Identifying and plan employees' growth opportunities (identify strengths or areas for growth, coach, develop career, etc.).

The Cadet Advanced Camp Evaluation Report (Appendix E) relates to Mathis and Jackson (2011) views on employee evaluation. The Cadet evaluation has two roles. It allows the senior rater to make decisions about the cadet (awards, order of merit list, etc). In addition, it

identifies strengths or area for growth, and future leadership positions as a MS IV. The Cadet Evaluations provides the Professor of Military Science with the assessment of the cadet's performance and his or her potential for increased responsibility and service in positions of higher ranks.

Advanced Camp Evaluation Report serves as the key evaluation product for AC Cadets. Not only does it provide the cadet's performance summary, it indicates the scores on leader development activities, cadet ranking, leadership position rating, comments on attributes and competencies and the Platoon Training Officer Comments. All leadership positions are evaluated using the Cadet Leadership Assessment (see Appendix C). Cadet are evaluated on three leadership roles squad leader, platoon sergeant, and platoon leader. The Platoon Training Officer (PTO) also uses the Leadership That Encourages Development assessment tool to indicate how often a Cadet engages in each behavior. As the PTO is developing the Cadet Officer Evaluation Report he or she must ask; Am I giving the Cadet some insight into his or her performance for CST. In addition am I giving the Professor of Military Science some insight into the performance of his or her Cadet. Sample comments are listed below:

- a) Passive Voice: Cadet X has been communicating clearly; her platoon was able to execute a flawless ambush after having received the operation order from her.
- b) Active Voice: Cadet x communicated well; her platoon executed a flawless ambush after she briefed them. Showed tremendous resilience by bouncing back with a positive attitude after a difficult tactical operation during the FTX.

In Block 15 the Platoon Training Officer comments must focus on performance and potential. This block specifies what areas the cadets excel in or needs developed. Performance comments are a narrative three or four sentences on the overall performance of the Cadet. Potential

comments are written in future tense suggesting positions and areas of improvement during Military Science IV year. The Platoon Training Officer provides enumerated information about the Cadet to his/her PMS about summer camp performance. Suggested comments example below:

Exceptional performance from Cadet John Doe. Ranked _ of 33 cadets in the platoon. His strong camp performance was seen early in the cycle when he showed strong presence and confidence leading the platoon or squad through the many committees and field problems. His strong domain knowledge on OPORDs allowed him to develop exceptional plans, while also mentoring his fellow cadets. He was continually asked to support mission planning even when the leadership was not from his squad. He was a solid performer placing at the top of nearly every graded event. Cadet Doe narrowly missed Recondo, but continue to push himself through every event and leadership event he had. Continue to challenge back at school as his potential is unlimited.

1st Peer Evaluation: 3 of 7 Squad
2nd Peer Evaluation: 1 of 7 Squad

Recommended Cadet Leadership Positions:

1. Battalion Commander
2. Battalion S3

Leader performance scores reflect ratings on key leadership dimensions and performance in leader roles. Cadets will receive an ACER when they reach Day 28 of Advanced Camp. AC Cadets are ranked accordingly:

- a) Outstanding (Top 15th percentile)
- b) Excellent 51-84
- c) Proficient 16-50
- d) Capable Bottom 15
- e) Unsatisfactory – Cadet failed to meet AC requirements

Cadets who receive an “Unsatisfactory” rating or who fail to meet graduation criteria are recommended to stand before the Leader Development Review Board. A referral to the Leader Development Review Board (LDRB) can result in a recycle to a later Regiment, a

recommendation of deficiencies on campus, or recommendation for disenrollment. A Cadet who returns to campus without meeting graduation criteria can result in the Professor of Military Science (PMS) initiating disenrollment procedures, regardless of the recommendation from the Leader Development Review Board.

Counseling/Feedback

Counseling is the process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential (ATP 6-22.1, 2014). Blair et al. (2014) found that organizations have spent larger sums of money on leader development programs where the key component of the program is feedback. The Army uses counseling to provide feedback to members of the organization. Army Leadership defines different types of counseling: Event counseling covers a specific event or situation; performance counseling reviews a subordinate's duty performance during a specific period; professional counseling has a developmental orientation and assists subordinates in identifying and achieving individual goals and goals of their organization (DA, 2006).

Harold and Fields (2004) suggested that when organizations use subordinate feedback as part of the leader development program, they should include three assumptions. First, subordinates will discriminate between the differing leadership behaviors observed that the instrument designers intended; second, the information the subordinates provide accurately describes the leader's individual leadership style instead of by situational events; and lastly, leaders will be able to use the information provided in a proper method to foster further positive leadership development (Harold & Fields, 2004).

Cadets receive an Initial Counseling (Appendix G) once they arrived at CST. The counseling session covers Advanced Camp Graduation Criteria as well as consequences for violation of Army Values, SHARP, or EO policy. The Platoon Leader and the Cadet also reviews the COER support form (Cadet Command Form 67-10-1a) see Appendix H that was brought with them to determine how he or she can mutually enhance their leadership competencies and attributes while they are at camp. They will receive a mid-point counseling and final counseling. Cadets receive developmental feedback through individual counseling. It is designed to encourage self-assessment and growth throughout summer training. Also, a necessary component of leader development that allows leaders to maximize learning opportunities from their current assignment. In order for this to be effective, the leader must accept feedback and be open and willing to make changes.

At the completion of CST cadets receive an Advanced Camp Evaluation Report (ACER) summarizing the cadet's overall performance. Research shows that in the area of personnel, the performance expectations of army instructors were shown to influence both their evaluation of their subordinate soldiers and their behavior towards them (Eden, 1990; Eden & Shani, 1982).

Chapter III: Methods

Chapter III explains the research design and approach, a description of the population, instrumentation, data collection and analysis, and summary.

Purpose of Study

The purpose of this study was to examine the relationship between leader development activities and leadership evaluations of cadets attending U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Training Advanced Camp (AC). The Cadets were evaluated on their leadership attributes and competencies while demonstrating confidence in the skills and military operations essential at the tactical level. The Cadets completed the following leader development activities: APFT, Field Leaders Reaction Course (FLRC), 12-mile road march, Basic Rifleman Marksmanship (BRM) and Land Navigation Written Test/Practical Exercise. CBRN/ TC3 (First Aid), Platoon Operations, Patrol Base Operations, and Call for Fire during AC. For the purposes of this study the focus area is Advanced Camp. Cadets who have completed their Military Science Level III courses attend Advanced Camp during their junior and senior year of college. This study analyzed leadership assessment data collected during May – August 2018.

Research Questions

The following research questions were used in the study.

- 1) Do the leader development activities (APFT, Land Nav, BRM, and 12-mile ruck march score) and overall leadership evaluation correlate?
- 2) Does the prior training at college university level impact student performance rating?
- 3) How does gender and race impact the overall leader development rating received at Advanced Camp?

Research Design and Approach

A quantitative study is appropriate when a researcher seeks to understand relationship between variables (Creswell, 2003). As outlined by Stake (2010), a qualitative approach is appropriate when the goal of research is to explain a phenomenon by relying on the perception of a person's experience in situation. Because the purpose of this study was to examine leadership development activities and leader evaluation correlations a quantitative approach was the most appropriate choice.

Population

The participants in the study were Army ROTC students who were evaluated during Cadet Summer Training Advanced Camp 2018. Permission to obtain data was received from Auburn University Institutional Review Board (see Appendix A) and from U.S. Army Cadet Command (see Appendix B). U.S. Army Cadet Command has 259 host locations across the United States. They are approaching the final stages to graduate and commission as a 2nd Lieutenant in the United States Army Active Duty, Reserve or National Guard. The sample was collected from a possible 6298 cadets. One thousand, one hundred and thirty-nine cadets ($n=1130$) 24 % female and 76 % males responded to the survey in its entirety. Self-reported ethnicity data revealed 70.3% of the participants classified themselves as Caucasian, 9.5% as African American, 9.4% as Hispanic, 8.0% Asian/Pacific Islander, 1.4% Native American, and 1.2% as other. Furthermore, 100% of cadets were undergraduate students working towards earning degrees in a variety of areas such as Engineering 13%, Nursing 5%, Physical Science 17%, Generalist 42% and Technology Management 24%. This study did not distinguish between those cadets who attend Advanced Camp after their junior year and those that attend at another

time in their ROTC experience. Participation in the survey was voluntary and no compensation was provided for participation.

Instrumentation

A Pre & Post Advanced Camp Training Assessment was administered online to cadets at within in 48 hrs. of their arrival and departure of Advanced Camp. The purpose of the Pre-Advanced Camp Training Assessment was to assess the cadet's readiness for Advanced Camp. According to Hersey and Blanchard (1998) readiness has two factors, ability and willingness. Readiness is highly task specific, and not related to individual characteristics, such as gender. Ability refers to the knowledge, experience, and skill of individuals in regard to the task (Hersey & Blanchard, 1998). Willingness is the extent to which an individual or group has the confidence, commitment, and motivation to accomplish to specific task (Hersey & Blanchard, 1998).

The purpose of the Post Advanced Camp Training Assessment was to review training and to make recommendations for improvement in Cadet Summer training content, administration, and execution. Using a survey instrument with established reliability and validity were key advantages about the questionnaire used in this survey. Reliability is the ability to replicate the same conditions and standards of test consistently yield the same results (Babbie, 2007; Creswell, 2007; McNabb, 2008). Validity is the empirical measurement of whether the concept being studied is reflected by the data being gathered (Babbie, 2007; Creswell, 2008; McNabb, 2008).

Data Collection

In this study, existing data were used from cadets who attended Advanced Camp 2018 Leader Development Program. The examination of existing data is common technique used for

gathering data, especially in cases where the participants are no longer available, so therefore cannot be observed, surveyed or interviewed (Mason, 1996). The database used to collect the cadet scores in this study was the Cadet Command Information Management System (CCIMS) which was only accessible by cadre members and ROTC administrators. During the Advanced Camp evaluation period, human resource technicians at Fort Knox, KY were granted access to CCIMS and entered scores following each training event. The Land Navigation Committee and the Basic Rifle Marksmanship (BRM) Committee were also granted access to enter the scores from their respective evaluated area.

Data Analysis

The data analysis was conducted by using Statistical Package for Social Sciences (SPSS, v25). The initial data set included 6298 cadet leadership assessment records. After eliminating incomplete packets, the data analysis includes records for 1130 cadets. According to Blaxter, Hughes and Tight (2001), analysis is about the search for explanation and understanding, in the course of which concepts and theories are likely to be advanced, considered and developed.

Descriptive and inferential statistics were used to analyze the data. Frank and Althoen (1994) defined descriptive statistics as a numerical index that describes or summarizes some characteristic of frequency or relative frequency distribution. Descriptive statistical analysis was used to obtain a clear understanding if gender and race had an impact on cadet performance at Advanced Camp.

Inferential statistics examine the relationship or associations between two or more variables. The Chi-Square Test for Independence was used to examine leader development activities and how they correlate to overall performance rating received at the completion on Advanced Camp. Gall, Gall, and Borg (2007) explained that a chi-square test is a nonparametric

test of statistical significance that is used when research data form of frequency for two or more categories. Nicol and Pexman (1999) indicated that a chi-square determines whether differences between observed and expected frequencies are statistically significant. Unlike the Chi-Square test for homogeneity, the sample is from two different populations and looks at two different groups to see whether distribution of a certain variable is the same.

The Cadet Leadership Assessment ranking using nominal rating scale of Outstanding (O), Excellent (E), Proficient (P), Capable (C), and Unsatisfactory (U) to evaluate cadet's overall performance (dependent variable). The independent variables consisted of leader development activities (APFT, day/night land navigation, BRM) scored independently. The level of measurement for both variables was nominal. Categorical data are most often tested with the chi-square statistic (χ^2), but similar to *t*-test and the ANOVA calculations, the significance of a χ^2 test depends on the sample size as well as the strength of association (Fritz et al., 2012). Cramer's V is the most popular of the Chi-Square-based measures of nominal association since it provides norming from 0 to 1 regardless of table size (Liebetrau, 1983). Additionally, Agresti (2007) suggested that Cramer's V may be viewed as the association between variables in the form of a percentage of their maximum possible variation.

Summary

The methods used in this study were developed with the intent to determine what, if any correlation existed between leadership activities and leadership evaluations. This chapter restated the purpose of the study and the research questions identified and explained the choice methodology implemented in this study. It also outlined the population, research design, data collection, and strategy for data analysis. Permission to conduct this study was granted by the

Auburn University Institutional Review Board (see Appendix A). Permission to use cadet leadership assessment data was granted by U.S. Army Cadet Command (see Appendix B).

Chapter 4 will provide an examination of the findings from the statistical analyses that were used to answer the research questions.

Chapter IV: Findings

Chapter IV presents the results of the research study. Using the Statistical Package for Social Sciences (SPSS, v25), statistical analysis and descriptive findings were obtained to address the research questions of this study.

Purpose of Study

The purpose of this study was to examine the relationship between leader development activities and leadership evaluations of cadets attending U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Training Advanced Camp (AC). The Cadets were evaluated on their leadership attributes and competencies while demonstrating confidence in the skills and military operations essential at the tactical level. The Cadets completed the following leader development activities: APFT, Field Leaders Reaction Course (FLRC), 12-mile road march, Basic Rifleman Marksmanship (BRM) and Land Navigation Written Test/Practical Exercise. CBRN/ TC3 (First Aid), Platoon Operations, Patrol Base Operations, and Call for Fire during AC. For the purposes of this study the focus area is Advanced Camp. Cadets who have completed their Military Science Level III courses attend Advanced Camp during their junior and senior year of college. This study analyzed leadership assessment data collected during May – August 2018.

Research Questions

The following research questions were used in the study.

- 1) Do the leader development activities (APFT, Land Nav, BRM, and 12-mile ruck march score) and overall leadership evaluation correlate?
- 2) Does the prior training at college university level impact student performance rating?
- 3) How does gender and race impact the overall leader development rating received at Advanced Camp?

Demographic Profile

For this study, the research sample size included 1130 cadets who attended Cadet Summer Training Advanced Camp in the summer of 2018. The sample included 867 males and 263 females as indicated in Table 1. The ethnicity of the student group was defined as 799 white, 107 African American, 104 Hispanic, 16 Native American, 90 Asian/Pacific Islander, and 14 Other (See Table 2).

Table 1

Student Population by Gender

		Frequency	Percent
Valid	Female	263	23.3
	Male	867	76.7
	Total	1130	100.0

Table 2

Student Population by Race/Ethnicity

		Frequency	Percent
Valid	Black	107	9.5
	Hispanic	104	9.2
	Other	14	1.2
	Native American	16	1.4
	White	799	70.7
	Asian/Pacific Islander	90	8.0
	Total	1130	100.0

Research Questions

The overall purpose of the study was to examine leader development activities and overall leadership evaluations. This next section will review data analysis of three specific questions in regard to leader development activities and overall leadership evaluations.

Research Question One: Does the leader development activities (APFT, Land Nav, BRM, and 12-mile ruck march score) and overall leadership evaluation correlate?

Army Physical Fitness Test (APFT)

A chi-square test of independence was performed to examine the correlation between the cadet’s score received on the Army Physical Fitness Test (APFT) and the cadet’s overall performance rating. Scores range from 180 to 300 points. This test was found to be statistically significant $\chi^2 (432) = 1162.419, p < 0.001 (V=.508)$. The p value was less than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 485 cells (89%) have expected count less than 5. The minimum expected count is .00 (see Table 3). Therefore, the Likelihood Ratio test results yielded a p-value of 610.594. The effect size for this analysis Cramer’s $V \phi_c = .508$. According to Cohen (1988), Phi and Cramer’s V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the cadet’s score received on the APFT had a large effect on the overall performance rating.

Table 3

Chi-Square Tests for Army Physical Fitness Test Scores

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1162.419 ^a	432	.000
Likelihood Ratio	610.594	432	.000
Linear-by-Linear Association	2.640	1	.104
N of Valid Cases	1128		

a. 485 cells (89.0%) have expected count less than 5. The minimum expected count is .00.

Land Navigation Written Exam Score

A chi-square test of independence was performed to examine the correlation between the cadet's score received on the Land Navigation Written Exam and cadet's overall performance rating. This test was found to be statistically significant $\chi^2 (24) = 87.489, p < 0.001 (V=.139)$. The p value was less than $\alpha = 0.05$. The effect size for this analysis Cramer's $V \phi_c = .139$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that a Cadet's Score received on Land navigation written exam had little or no impact on the overall performance rating.

Table 4

Chi-Square Tests for Land Navigation Written Exam Score

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	87.489 ^a	24	.000
Likelihood Ratio	85.870	24	.000
Linear-by-Linear Association	3.034	1	.082
N of Valid Cases	1128		

a. 7 cells (20.0%) have expected count less than 5. The minimum expected count is .21.

Land Navigation Practical Exercise

A chi-square test of independence was performed to examine the correlation between the cadet's score received on the Land Navigation practical exercise and cadet's overall performance rating. This test was found to statistically significant $\chi^2 (4, N = 1128) = 77.501, p < 0.001$ ($V=.262$). The p value was less than $\alpha = 0.05$. The effect size for this analysis Cramer's $V \phi_c = .262$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that a Cadet's Score received on Land navigation practical exercise had a small to medium effect on the overall performance rating.

Table 5

Chi-Square Tests for Land Navigation Practical Exercise

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	77.501 ^a	4	.000
Likelihood Ratio	80.011	4	.000
N of Valid Cases	1128		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 1.08.

Basic Rifle Marksmanship (Pop-up Qualification)

A chi-square test of independence was performed to examine the correlation between the cadet's score received in basic rifle marksmanship training (pop-up qualification) and cadet's overall performance rating. Cadets seeking to receive the score of expert marksmanship must hit 36 to 40 targets. Sharpshooter status is 30 to 35 targets and marksmanship 23 to 29 targets. This test was found to statistically significant $\chi^2 (16) = 53.118, p < 0.001$. The p value was less than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 11 cells (44%) have expected count less than 5. The minimum expected count is .01 (see Table 6). Therefore, the Likelihood Ratio test results yielded a p-value of 56.072. The effect size for this analysis Cramer's V $\phi_c = .109$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that a Cadet's Score received on basic rifle marksmanship training had a small effect on the overall performance rating. Variable analysis indicated 18 scored expert, 385 scored marksman, 173 sharpshooter and 552 unqualified.

Table 6

<i>Chi-Square Tests for Basic Rifle Marksmanship Pop-up Qualification</i>			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	53.118 ^a	16	.000
Likelihood Ratio	56.072	16	.000
N of Valid Cases	1128		

a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .01.

Basic Rifle Marksmanship (Alternate Course Qualification)

A chi-square test of independence was performed to examine the correlation between the cadet's score received in basic rifle marksmanship training (alternate course qualification) and cadet's overall performance rating. This test was found to be statistically significant $\chi^2(8, N = 1128) = 119.886, p = <.001 (V = .231)$. The p value was less than $\alpha = 0.05$ (see Table 7). The effect size for this analysis Cramer's $V \phi_c = .231$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that a Cadet's Score received on basic rifle marksmanship training had a small effect on the overall performance rating. Within the sample size, Variable analysis indicated 37.5% (424) scored Sharpshooter, 50% (565) scored Marksman, and 12.5% (141) achieved Expert status.

Table 7

*Chi-Square Tests for Basic Rifle Marksmanship Training
AtLC*

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	119.886 ^a	8	.000
Likelihood Ratio	125.060	8	.000
N of Valid Cases	1128		

a. 3 cells (20.0%) have expected count less than 5. The minimum expected count is .50.

12-mile Ruck March

A chi-square test of independence was performed to examine the correlation between the time it took to complete the 12-mile ruck march and the cadet's overall performance rating. This test was found to be statistically significant $\chi^2(8) = 434.215, p = <.001 (V=.440)$. The p value was less than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 7 cells (46.7%) have expected count less than 5. The minimum expected count is .01 (see Table 8). Therefore, the Likelihood Ratio test results yielded a p-value of 76.297. The effect size for this analysis Cramer's V $\phi_c = .440$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the time it took to complete the 12-mile ruck march had a medium effect on the overall performance rating.

Table 8

Chi-Square Tests for 12-mile Ruck March Time

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	434.215 ^a	8	.000
Likelihood Ratio	76.297	8	.000
Linear-by-Linear Association	1.269	1	.260
N of Valid Cases	1121		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .00.

Research Question Two: Does the prior training at college university level impact student performance rating?

A chi-square test of independence was performed to examine the correlation between the training conducted at the college or university level and the impact on a cadet's overall performance rating. Analysis was conducted on APFT, 12-mile foot march, day/night Land Navigation and Basic Rifle Marksmanship (BRM) training.

Physical Fitness Training with Cadre and cadets

A chi-square test of independence was performed to examine the correlation between the physical fitness training conducted at college or university level and cadet's overall performance rating. This test on time spent with cadre/cadets was found to have not to be statistically significant $\chi^2 (32,) = 23.624, p = 0.85$. The p value was greater than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 25 cells (55.6%) had expected count less than 5. The minimum expected count was .01 (see Table 9). Therefore, the Likelihood Ratio test results yielded a p-value of 24.017. These results indicate that the number of days per week a cadet conducts physical training with Cadre members and other Cadets had no association with overall performance rating received at Advanced Camp.

Table 9

Chi-Square Tests Physical Fitness Training w/Cadre & Cadets

	Value	df	Asymptotic Significance (2- sided)
Pearson Chi-Square	23.624 ^a	32	.858
Likelihood Ratio	24.017	32	.844
Linear-by-Linear Association	.763	1	.382
N of Valid Cases	1128		

a. 25 cells (55.6%) have expected count less than 5. The minimum expected count is .01.

Physical Fitness Training Individually

A chi-square test of independence was performed to examine the correlation between the physical fitness training conducted individually at college or university level and cadet's overall performance rating. This test on time individually was found to have statistical significance. The computed Pearson Chi Square statistics was 70.334, $\chi^2(28) = 70.334$, $p < 0.001$. The p value was less than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells had expected count greater than 5. The assumption has been violated because 10 cells (25.0%) have expected count less than 5. The minimum expected count is .10. Therefore, the Likelihood Ratio test results yielded a p-value of 69.726. The effect size for this analysis Cramer's V $\phi_c = .125$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the number of days per week a cadet conducts physical training individually had a small effect on the overall performance rating received at Advanced Camp.

Table 10

Chi-Square Tests for Physical Fitness Training Individually

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	70.334 ^a	28	.000
Likelihood Ratio	69.726	28	.000
Linear-by-Linear Association	4.947	1	.026
N of Valid Cases	1128		

a. 10 cells (25.0%) have expected count less than 5. The minimum expected count is .10.

12-mile Ruck March Training

A chi-square test of independence was performed to examine the correlation between the preparation for 12-mile ruck march conducted at college or university level and cadet’s overall performance rating. This test on time individually was found to have statistical significance. The computed Pearson Chi Square statistics is 85.391, $\chi^2(40) = 85.391, p < 0.001 (V=.138)$. The p -value was less than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 32 cells (58.2%) had expected count less than 5. The minimum expected count was .01. Therefore, the Likelihood Ratio test results yielded a p -value of 79.882. The effect size for this analysis Cramer’s $V \phi_c = .138$. According to Cohen (1988), Phi and Cramer’s V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the amount of 12-mile ruck marches completed prior to attending Advanced Camp had a small effect on the overall performance rating received.

Table 11

Chi-square Tests for 12-mile Ruck March Training

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	85.391 ^a	40	.000
Likelihood Ratio	79.882	40	.000
Linear-by-Linear Association	.745	1	.388
N of Valid Cases	1128		

a. 32 cells (58.2%) have expected count less than 5. The minimum expected count is .00.

Day Land Navigation Training

A chi-square test of independence was performed to examine the correlation between the conducting day land navigation training at college or university level and cadet's overall performance rating. This test was found to be statistically significance. The computed Pearson Chi Square statistics is 77.838, $\chi^2(40) = 77.838, p < 0.001 (V=.131)$. The p value was less than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 22 cells (40%) have expected count less than 5. The minimum expected count is .02. Therefore, the Likelihood Ratio test results yielded a p-value of 31.694. The effect size for this analysis Cramer's V $\phi_c = .131$ According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the amount of day land navigation completed prior to attending Advanced Camp had a small to no effect on the overall performance rating received.

Table 12

Chi-Square Tests for Day Land Navigation Training

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	77.838 ^a	40	.000
Likelihood Ratio	31.694	40	.823
Linear-by-Linear Association	.219	1	.640
N of Valid Cases	1128		

a. 22 cells (40.0%) have expected count less than 5. The minimum expected count is .02.

Night Land Navigation Training

A chi-square test of independence was performed to examine the correlation between the conducting night land navigation training at college or university level and cadet's overall performance rating. This test was found to not have statistical significance. The computed Pearson Chi square statistics is 23.592, $\chi^2(40) = 23.592$, $p = 0.982$. The p value was greater than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 32 cells (58.2%) have expected count less than 5. The minimum expected count is .01. Therefore, the Likelihood Ratio test results yielded a p-value of 0.949. These results indicated that the amount of time spent conducting night land navigation training had no association with overall performance rating received at Advanced Camp.

Table 13

Chi-Square Tests for Night Land Navigation Training

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.592 ^a	40	.982
Likelihood Ratio	26.597	40	.949
Linear-by-Linear Association	.016	1	.899
N of Valid Cases	1128		

a. 32 cells (58.2%) have expected count less than 5. The minimum expected count is .01.

Basic Rifleman Marksmanship Training

A chi-square test of independence was performed to examine the correlation between the conducting basic rifleman marksmanship training at college or university level and cadet's overall performance rating. This test was found not to be statistically significant. The computed Likelihood statistics is 14.40, $\chi^2 (12) = 14.40, p = 0.276$. The p value was greater than $\alpha = 0.05$. The assumption for a Crosstabulation table bigger than 2x2 is the expected count is not less than 5; 20% of the cells has expected count greater than 5. The assumption has been violated because 8 cells (40%) have expected count less than 5. The minimum expected count was .04. Therefore, the Likelihood Ratio test results yielded a p-value of 14.404 These results indicated that the amount of time spent conducting basic rifleman marksmanship training had no association with overall performance rating received at Advanced Camp.

Table 14

Chi-Square Tests for Basic Rifleman Marksmanship Training

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.866 ^a	12	.249
Likelihood Ratio	14.404	12	.276
Linear-by-Linear Association	.201	1	.654
N of Valid Cases	1128		

a. 8 cells (40.0%) have expected count less than 5. The minimum expected count is .04.

Research Question Three: How does gender and race impact the overall leader development rating received at Advanced Camp?

Gender

A chi-square test of independence was performed to examine the correlation between the gender and the cadet’s overall performance rating. This test was found to be statistically significant $\chi^2(4) = 31.752, p < .0001$. The p value was less than $\alpha = 0.05$. The effect size for this analysis Cramer’s V $\phi_c = .168$. According to Cohen (1988), Phi and Cramer’s V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the gender had a small effect on the overall performance rating.

Table 15

Chi-Square Tests for Gender Impact

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.752 ^a	4	.000
Likelihood Ratio	29.969	4	.000
Linear-by-Linear Association	.023	1	.880
N of Valid Cases	1128		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .93.

Race

A chi-square test of independence was performed to examine the correlation between the race and the cadet's overall performance rating. This test was found to be statistically significant $\chi^2 (20, N = 1128) = 93.248, p < .0001$. The p value was less than $\alpha = 0.05$. The effect size for this analysis Cramer's V $\phi_c = .144$. According to Cohen (1988), Phi and Cramer's V effect size magnitude can be interpreted as 0.1 being a small effect size, 0.3 being a medium effect size, and 0.5 being a large effect size. These results indicated that the race had a small effect on the overall performance rating.

Table 16

Chi-Square Tests for Race Impact

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	93.248 ^a	20	.000
Likelihood Ratio	97.299	20	.000
Linear-by-Linear Association	.003	1	.959
N of Valid Cases	1128		

a. 10 cells (33.3%) have expected count less than 5. The minimum expected count is .05.

Summary

The purpose of this study was to examine leadership activities, gender, and race have a correlation to the cadet overall performance score. Military organizations place great emphasis on leadership and strive in various ways to train or develop effective leaders (Bennis, 2009).

Chapter V: Discussion, Practical Implications, Recommendations for Further Research

Chapter I presented an overview of the Army ROTC Cadet Summer Training (CST) Advanced Camp (AC). Thus, it also stated the problem, the purpose, research questions, limitations and overall significance of the research. Chapter II guided the study with history about Advanced Camp, Leadership, Leader Development Programs, Leader Development Activities, Leadership Theories, Leader Performance and Evaluation. Chapter III overviewed how the research study was conducted identifying the population and sample. Additionally, Chapter IV revealed the results of the study and an interpretation of data. Chapter V will discuss some study's implication for practice and some of recommendations for future research as is relates to leader development

Purpose of Study

The purpose of this study was to examine the relationship between leader development activities and leadership evaluations of cadets attending U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Training Advanced Camp (AC). The Cadets were evaluated on their leadership attributes and competencies while demonstrating confidence in the skills and military operations essential at the tactical level. The Cadets conducted activities such as APFT, Field Leaders Reaction Course (FLRC), 12-mile road march, Basic Rifleman Marksmanship (BRM) and Land Navigation Written Test/Practical Exercise. CBRN/ TC3 (First Aid), Platoon Operations, Patrol Base Operations, and Call for Fire. For the purposes of this study the focus area is Advanced Camp. Cadets who have completed their Military Science Level III courses attend Advanced Camp during their junior and senior year of college. This study analyzed leadership assessment data collected during May – August 2018.

Research Questions

The following research questions were used in the study.

- 1) Do the leader development activities (APFT, Land Nav, BRM, and 12-mile ruck march score) and overall leadership evaluation correlate?
- 2) Does the prior training at college university level impact student performance rating?
- 3) How does gender and race impact the overall leader development rating received at Advanced Camp?

Discussion

The Army places emphasis on preparing and training our future leaders through the general officer ranks for any situation that may occur. Day and Halpin (2001) argued leadership development is not a single intervention but rather a long-term continuous process. The enlisted ranks have a similar training level; initial entry training through the Sergeants Major Academy. All soldiers, regardless of rank, are expected to demonstrate leadership behaviors as they engage their work (FM 6-22, 2015). Soldiers are expected to be competent, committed professional leaders of character (ALDS, 2013). Advanced Camp provided cadets with that opportunity to be leaders and to be followers. They are able to determine what leadership style suits them best; whether it situational, transformational or behavioral. Various leadership styles and theories are relevant to the military. Despite studies examining and explaining leadership, no definitive theory has emerged to guide leaders, and there is no definitive evidence on which theory is most effective (Rolfe, 2011).

Practical Implications

The aim of this study was to examine the relationship between leader development activities and leadership evaluations. The first implication of the study derives from the findings is physical fitness specifically the APFT has a huge impact on the successful completion of Advanced Camp. The cadets are expected to be at a moderate level of physical fitness upon arrival to be able to complete leader development activities. For example, cadets conduct at least four ruck marches ranging from 2-12 miles during the Advanced Camp. The cadets march to all the training sites in the area to include the dining facility. In addition, the Land Navigation Practical Exercise requires cadets to navigate from one point to another by foot. Physical fitness is key in all aspects of the 31-day training cycle. To the contrary, cadets may believe the only way to receive an Excellent Overall performance rating is to achieve a score of 300 on the Army Physical Fitness Test. Thus, it may be important to clearly communicate the standards for passing the APFT.

A second important implication of the study derives from the findings on the overall performance rating each cadet received at advanced camp indicated that the Military Science Instructors & ROTC Leadership involvement in training was instrumental prior to attending advanced camp. It is evident that the cadre was adhering to the objectives of advance camp and shared the same views with 16% of the population received Outstanding rating, 36% Excellent, 36% Proficient, 10% Capable, and 4% Unsatisfactory rating. A study conducted by Maryam Awadh (2018) would identify this as collective leadership. Collective leadership is helps school members be actively linked to a common purpose that impacts instruction and student performance. The study concluded that the collective leadership mission is leading the team to share views on society, determine the appropriate views, and act on them.

A third implication stems from a small correlation between the Land Navigation Written Exam, the Land Navigation Practical Exercise and the cadet's overall performance rating. The findings suggest that cadets are developing critical thinking skills and trusting in his or her own abilities. Brookfield (1987) states the process of critical thinking is defined as having four distinct purposes:

1. Identifying and challenging assumptions.
2. Creating contextual awareness
3. Identifying alternates
4. Developing reflective skepticism.

The final implication is based on the demographic profile of the population. The demographic profile implies the ethnicity of the population is a replica of the U.S. Army Officer Corps. 70% Caucasian, 10% African American, 10 % Hispanic, 1% Native Americans, 8% Asian/Pacific Islander and 1% Other. This implies there is not an equal level of diversity entering preparing to commission as Second Lieutenants in the U.S. Army. Based on the findings the gender and race had a small impact on the overall performance rating.

Recommendations for Further Research

In addition to the practical implications, this study has also revealed implications for future research. More research will in fact be necessary to refine and further elaborate on the correlation between leadership development activities and overall leadership evaluation rating. This study focused on the Army ROTC leader development program. A suggestion for future study would be to conduct analysis of different services leader development programs. This would explore potential ways to improve the training received at Advanced Camp. Recruiting

and Retention departments could benefit from analysis on the correlation between scholarship and non-scholarship cadet and the overall performance rating.

Future studies could also analyze the correlation between the specific schools and universities, school size, and levels of cadet achievement from previous years. This would determine if there is a difference between regions and universities on campus training. It is also important to assess their confidence level in themselves and the training they received at their perspective college or university utilizing a qualitative approach by interviewing cadets once they complete Advanced Camp. The study findings demonstrate the need for additional research in this area and with this population, with more refined measurements tools and a deeper understanding how significant leader development is to any organization.

References

- Air University Strategic Leadership Studies, Marine Corps Leadership Traits. Retrieved from http://www.au.af.mil/au/awc/awcgate/usmc/leadership_traits.htm
- Agresti, A. (2007). *An Introduction to Categorical Data Analysis*. NJ: Wiley- Interscience John Wiley & Sons, INC., Publications
- Albrecht, J. (2010). Understanding and Developing Adaptive Leadership During Pre-Commissioning
- Al-Mailam, F.F. (2004). Transactional versus transformational style of leadership-employee perception of leadership efficacy in public and private hospital in Kuwait. *Quality Management in Health Care*, 13(4): 278-284.
- Amagoh, F. (2009). Leadership development and leadership effectiveness. *Management Decision*, 47(6), 989–999. <http://dx.doi.org/10.1108/00251740910966695>
- Atwater, L. E., Ostroff, C., Yammarino, F. J., & Fleenor, J. W. (1998). Self-other agreement: Does it really matter? *Personnel Psychology*, 51, 577-598.
- Avolio, B. J. (2003). Examining the full range model of leadership: Looking back to transform forward. In D. Day, & S. Zaccarro (Eds.), *Leadership development for transforming organizations: Grow leaders for tomorrow* (pp. 71 – 98). Mahwah, NJ: Erlbaum
- Avolio, B. J., Bass, B. M., & Jung, D. I. (1999). Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. *Journal of Occupational and Organizational Psychology*, 72, 441-462.
- Avolio, B. J., Howell, J. M., & Sosik, J. J. (1999). A funny thing happened on the way to the bottom line: humor as a moderator of leadership style effects. *Academy of Management Journal*, 42, 219-227.

- Awadh, M. (2018). The Effects of Collective Leadership on Student Achievement and Teacher Instruction. *Open Journal of Leadership*, 7, 250-264.
<https://doi.org/10.4236/ojl.2018.74015>
- Babbie, E. (2007). The practice of social research. 11th Edition, Thompson Wadsworth, Belmont.
- Bass, B. M., Avolio, B. J., Jung, D.I., dan Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*. 88: 207
- Bass, B. M dan Avolio, B. J. (1994). Introduction. dlm. Bass, B.M dan Avolio, B.J (pnyt.). *Improving organizational effectiveness through transformational leadership*. Sage Publications. London.
- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B. M. (1990). *Leadership, Psychology and Organizational Behavior*. New York: The Free Press.
- Bennis, W. (2009). *On becoming a leader*. New York: Perseus Publishing.
- Blair, C. A., Gorman, C. A., Helland, K., & Delise, L. (2014). The smart leader: Examining the relationship between intelligence and leader development behavior. *Leadership & Organization Development Journal*, 35(3), 241-258.
- Blaxter, L., Hughes, C., & Tight, M. (2001). *How to Research* (2nd ed). Philadelphia, PA: Open University Press
- Brookfield, S.D. (1987). *Developing critical thinking: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass.

- Boone, E. J. (1985). *Developing programs in adult education*. Englewood Cliffs, N.J.: Prentice Hall.
- Brown, L. M. (2001). *Business Book Review*. Decatur, GA: Business Book Review.
- Brown, M. E., & Trevino, L. K. (2014). Do role models matter? An investigation of role modeling as an antecedent of perceived ethical leadership. *Journal of Business Ethics*, 122(4), 587-598. doi:10.1007/s10551-013-1769-0
- Burns, J. M. (1978). *Leadership* New York, NY: Harper and Row.
- Cafolla, R., & Knee, R. (1995). Factors limiting technology integration in education: The leadership gap. *In Technology and Teacher Education Annual* (pp. 556-560). Charlottesville, VA: Association for the Advancement of Computing in Education.
- Chandler, R. F., Odierno, R. T., & McHugh, J. M. (2013). *Army Leader Development Strategy 2013*. Washington D.C.: US Army.
- Cianci, A. M., Hannah, S. T., Roberts, R. P., & Tsakumis, G. T. (2014). The effects of authentic leadership on followers' ethical decision-making in the face of temptation: An experimental study. *The Leadership Quarterly*, 25(3), 581-594. doi:10.1016/j.leaqua.2013.12.001
- CNO Guidance (2007). Focus on Execution. Washington D.C. Navy Staff
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Coelli, M., & Green, D. A. (2012). Leadership effects: School principals and student outcomes. *Economics of Education Review*, 31(1), 92-109.

- Cress, C. M., Astin, H. S., Zimmerman-Oster, K., & Burkhardt, J. C. (2001). Developmental outcomes of college students' involvement in leadership activities. *Journal of College Student Development*, 42(1), 15-27
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc.
- Csoka, L. S. (1998) "Bridging the Leadership Gap," Report 1190-98 -RR, (New York: The Conference Board, October), 13-14.
- Day, D. V. & Halpin, S. M. (2001). Leadership development: A review of industry best practices (Technical report). *United States Army Research Institute for the Behavioral and Social Science*.
- Department of the Army. (2012). *Army Physical Readiness Training*. (FM 7-22). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN7938_FM%207-22%20INC%20C1%20Final.pdf
- Department of the Army. (2000). Brief to the chief of staff of the army on operational tempo. Unpublished presentation slides 1-13. Washington, DC: HQ FORSCOM.
- Department of the Army. (2012). *Mission Command* (ADP 6-0). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/adp6_0.pdf
- Department of the Army. (2012). *Army Leadership* (ADP 6-22). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/adp6_22.pdf
- Department of the Army. (2013). *Army Leader Development Program*. (DA Pam 350-58). Retrieved from <http://data.cape.army.mil/web/character-development-project/repository/dapam350-58-2013.pdf>

- Department of the Army. (2013). *U.S. Army Report and Message Formats*. (FM 6-99). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/fm6_99.pdf
- Department of the Army. (2013). *Reconnaissance, Security, and Tactical Enabling Tasks Volume 2* (FM 3-90-2). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/fm3_90_2.pdf
- Department of the Army. (2014). *The Counseling Process* (ATP 6-22.1) Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/atp6_22x1.pdf
- Department of the Army. (2015). *Leader Development* (FM 6-22). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/fm6_22.pdf
- Department of the Army. (2017). *Cadet Command Advanced Camp Cadet Handbook*. U.S. Army Command, Fort Knox, Kentucky
- Department of the Army. (2017). *Foot March* (ATP 3-21.18). Retrieved from https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN3051_ATP%203-21x18%20FINAL%20WEB.pdf
- Department of the Army. (2017). Training and Doctrine Command (TRADOC) Regulation 350-36, *Basic Officer Leader Officer Leader Training Policies and Administrations* (Fort Eustis, VA: Government Printing Office
- Department of the Navy. (2015). *Naval Leader Planning Guide* Center for Professional Development, Virginia Beach, Virginia Retrieved from <https://keys2logistics.files.wordpress.com/2015/06/naval-leader-planning-guide-2015-edition.pdf>
- Development Dimensions International. (2014). Ready-now leaders: 25 findings to meet tomorrow's business challenges. Retrieved March 12, 2019

https://www.ddiworld.com/DDI/media/trend-research/global-leadership-forecast-2014-2015_tr_ddi.pdf

- Dugan, J. P. (2006). Explorations Using the Social Change Model: Leadership Development among College Men and Women. *Journal of College Student Development* 47(2), 217-225. Johns Hopkins University Press. Retrieved November 20, 2018, from Project MUSE database.
- Eagly, A. H., Karau, S. J., & Makhijani, M. G. (1995). Gender and the effectiveness of leaders: A meta-analysis. *Psychological Bulletin*, 117, 125-145.
- Eden, D. (1990). Pygmalion without interpersonal contrast effects: Whole groups gain from raising manager expectations. *Journal of Applied Psychology*, 75(4), 394-398.
<http://dx.doi.org/10.1037/0021-9010.75.4.394>
- Eden, D., & Shani, A. B. (1982). Pygmalion goes to boot camp: Expectancy, leadership, and trainee performance. *Journal of Applied Psychology*, 67, 194-199.
<http://dx.doi.org/10.1037/0021-9010.67.2.194>
- Eich, D. (2008). A grounded theory of high-quality leadership programs: perspectives from student leadership development programs in higher education. *Journal of Leadership & Organizational Studies* 15(5): 525-549.
- Espinoza, D. & Cardichon, J. (2017). *Investing in effective school leadership: How states are taking advantage of opportunities under ESSA* (policy brief). Palo Alto, CA: Learning Policy Institute
- Fallesen, J. J., Keller-Glaze, H., & Curnow, C. K. (2011). A selective review of leadership studies in the U.S. Army. *Military Psychology*, 23(5), 462-478.
<http://dx.doi.org/10.1080/08995605.2011.600181>

- Fernandes, D. T., & Pithadia, V. (2012). "A Study on the Effectiveness of Performance Appraisal System at Suzlon." *International Journal of Management Research and Review* 2, no. 6 (June):1001-1012. Accessed November 20, 2018
http://ijmrr.com/admin/upload_data/journal_daphne%20T%20fernandes%20%20%2013.pdf
- Field, J. (2011). Learning in working life: Identity and workplace learning. In R. Catts, I. Falk, & R. Wallace (Eds.), *Vocational learning* (Vol. 13, pp. 229-242). Dordrecht, Netherlands: Springer. doi:10. 1007/978-94-007-1539-4_15
- Fielder, F. E. & Chemers, M. M. (1974). *Leadership Style and Effective Management* (Glenview, IL: Scott, Foresman and Company, 22
- Francis, A. (2009) "Leadership development and leadership effectiveness", *Management Decision*, Vol. 47 Issue: 6, pp.989-999,
- Frank & Althoen (1994). *Statistics: Concepts and applications*.
- Fritz, C. O., Morris, P. E., & Richler, J. J. (2012). "Effect size estimates: Current use, calculations, and interpretation": *Journal of Experimental Psychology: General*, 141(1), 30. <http://dx.doi.org/10.1037/a0026092>
- Fundamentals of leadership*. (n.d.). Retrieved October 16, 2018, from <http://www.rotcebooks.net/Leadership/index.html#>
- Ganz, M., (2010). "Leading Change: Leadership, Organization, and Social Movements," in Nitin Nohria and Rakesh Kurana, eds., *Handbook of Leadership Theory and Practice*, Boston, M.A.: Harvard Business Press, 2010, pp. 527-568.
- Gardner, J. (1989). *On Leadership*, New York: Free Press
- Garic, D. (2006). Are leaders born or made? *Supervision*, 67(2), 19-20.

- Gall, M.D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An Introduction*. (8th ed.)
New York: Longman
- Gilson, T. A., Latimer, M., & Lochbaum, M. (2015). Post-LDAC reflections of ROTC cadets: Relationship to leadership and performance. *Journal of Applied Sport Psychology*, 27(2), 235-248. <https://doi.org/10.1080/10413200.2014.982306>
- Goleman, D. (2000). Leadership that gets results. *Harvard Business Review*, 78, 2, 78-90.
- Groves, K. S. (2007). "Integrating leadership development and succession planning best practices", *Journal of Management Development*, (26)3, 239-260,
<https://doi.org/10.1108/02621710710732146>
- Grubb, W. N. (2009). Approaches to lifelong learning: American community colleges and age inclusiveness. In J. Field, J. Gallacher, & R. Ingram (Eds.), *Researching transitions in lifelong learning* (pp. 93-105). New York, NY: Routledge.
- Graham, S., & Donaldson, J. F. (1999). Adult students' academic and intellectual development in college. *Adult Education Quarterly*, 49(3), 147.
- Haber, P., & Komives, S. (2009). Predicting the individual values of the social change model of leadership development: The role of college students' leadership and involvement experiences. *Journal of Leadership Education*, 7(3), 123-656.
- Hardin, C. J. (2008). Adult students in higher education: A portrait of transitions. *New Directions for Higher Education*, 144, 49-57.
- Hagedorn, L. S. (2010). The pursuit of student success: The directions and challenges facing community colleges. In J.C. Smart (Ed.), *Higher education: Handbook of theory and research* (Vol. 25, pp. 181-218). New York, NY: Springer.

- Hassan, O. A. (2011). Learning theories and assessment methodologies – an engineering educational perspective. *European Journal of Engineering Education*, 36(4), 327-339.
- Heffernan, T. M. (2000). *A Student's Guide to Studying Psychology (2nd Edition)*. East Sussex, UK: Psychology Press
- Heinecken, L. (1997). Is selfless service becoming a misplaced service ethic? Attitudes of officers serving in the South African National Defense Force. *Society in Transition*, 1, 1-4
- Hersey, P., & Blanchard, K. H. (1969). Life cycle theory of leadership. *Training & Development Journal*, 23(95), 26-34
- Hersey, P., Blanchard, K. H., & Johnson, D. E. (2008). *Management of Organizational Behavior* (9th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hofmann, J., & Johnston, J. H. (2005). Professional development for principles, by principles. *Leadership* 34(5): 16-19
- Hogg, M.A., Van Knippenberg, D. & Rast, D.E. (2012). Intergroup leadership in organizations: Leading across group and organizational boundaries. *Academy of Management Review*, 37(2), pp.232-55.
- Hollander, E. P. (1978). *Leadership Dynamics: A Practical Guide to Effective Relationships*. New York: The Free Press.
- Hollander, E. P., & Offerman, L.R. (1990). "Power and Leadership in Organizations." *American Psychologist*, 45 (2): 179-189
- Hughes, C. (2017). Tougher Summer Training Builds Better ROTC Cadets. *Army Magazine* 67(7) 34-36.
- Hunt, J. G. (1991). *Leadership: A new synthesis*. Newbury Park, California: Sage.

- Hutchinson, E. (2010). *Dimensions of human behavior: Person and environment*. Thousand Oaks: Sage Publications.
- Karp, M. M. (2011). *Toward a new understanding of non-academic student support: Four mechanisms encouraging positive student outcomes in the community college* (CCRC Working Paper No. 28). New York, NY: Community College Research Center.
- Kilgore, D. (2003). Planning programs for adults. *New Directions for Student Service*, 102, 81-88. <https://doi.org/10.1002/ss.92>
- Kinni, T., & Kinni, D. (2005). *No substitute for victory: Lessons in strategy and leadership from General Douglas MacArthur*. Upper Saddle River, NJ: Financial Times Prentice Hall.
- Knight, P. (2002). "A Systemic Approach to Professional Development: Learning as Practice." *Teaching and Teacher Education* 18 (3): 229–241. doi:10.1016/S0742-051x(01)00066-X
- Knowles, M. S. (1970). *The modern practice of adult education; andragogy versus pedagogy*. New York: Association Press.
- Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. New York: Association Press.
- Knowles, M. S. (1990). *The adult learners: A neglected species* (4th ed.). Houston, TX: Gulf
- Knowles, M. S., Holton, E. F., & Swanson, R. A. (1998). *The adult learner*. Houston: Gulf.
- Komives, S.R., Lucas, N. & McMahon, T. R. (1998). Exploring Leadership: For College Students Who Want to Make a Difference. *Journal of College Student Development* 56(1): 107-109.
- Kusy, M., & Holloway, E. (2009). *Toxic Workplace: Managing Toxic Personalities and Their Systems of Power*. San Francisco: Jossey-Bass

- Ladkin, D., & Taylor, S. (2010). Leadership as art: Variations on a theme. *Leadership*, 6(3), 235-241. <http://dx.doi.org/10.1177/1742715010368765>
- Lake, J. (2008). First wave of ROTC field training gets underway, Air University Public Affairs
Retrieved from <https://www.af.mil/News/Article-Display/Article/123589/first-wave-of-rotc-field-training-gets-underway/>
- Leboeuf, M. K. (1999). Developing a leadership philosophy. *Military Review*, May-June, 28-34.
- Lee, C. (2014). "Increasing Performance Appraisal Effectiveness: Matching Task Types, Appraisal Process, and Rater Training." *Academy of Management Review* 12, no. 2: 322-331. Accessed November 8, 2014. <http://carl.summon.serialsolutions.com.lumen.cgscarl.com/search?s.q=increasing+performance+appraisal>.
- Lerstrom, A. (2008). Advising Jay: A case study using a situational leadership approach. *NACADA Journal*, 28(2), 21-27. <http://dx.doi.org/10.12930/0271-9517-28.2.21>
- Leskiw, S. L., & Singh, P. (2007). Leadership development: learning from best practices. *Leadership & Organization Development Journal*, 28(5), 444-464.
- Liebetrau, A. M. (1983). *Measures of Association Quantitative Application in the Social Sciences*. Beverly Hills, CA SAGE Publications
- Lorsch, J. (2010). *A contingency theory of leadership*. In Nohria, N. and Khurana, R. (eds) (2010) *Handbook of Leadership theory and practice: A Harvard Business School centennial colloquium*, Harvard Business Press, Harvard: Boston.
- Lussier, R., & Achua, C. (2012). *Leadership: Theory, application, & skill development*. Mason: Cengage Learning.
- Mason, J. (1996). *Qualitative Researching*, London, Sage

- Mathis, R. L., & Jackson, J. H. (2011). *Human resource management, 13th Edition*. South Western Cengage Learning. 622 p. ISBN 978-0-538-45315-8.
- Mango, E. (2018). Rethinking Leadership Theories. *Open Journal of Leadership, 7*, 57-88
<https://doi.org/10.4236/ojl.2018.71005>
- Montor, K. (1998) ed., *Naval Leadership: Voices of Experience*, 2nd ed. Annapolis, Md.: Naval Institute Press
- Moore, W. (2017). Naval Leadership and Ethics Center Facilitation Skills Handbook A Reference Tool for New Facilitators
- Mumford, M.D., Zaccaro, S. J., Connelly, M.S., & Marks, M.A. (2000). Leadership skills; Conclusion and future directions. *Leadership Quarterly, 11*(1), 155-170.
- National Center for Education Statistics [NCES]. (2000). Public school teachers use of computers and the Internet. Washington DC: U.S. Department of Education.
- Nicol, A. M., & Pexman, P. M. (1999). *Presenting your findings: A practical guide for creating tables*. Washington, DC: American Psychological Association.
- North Dakota Department of Public Instruction. (2017). *North Dakota Every Student Succeeds Act (ESSA) state plan*. Final plan submitted 5/1/17. Bismarck, ND: North Dakota Department of Public Instruction.
- Northouse, P. G. (2016). *Leadership, theory and practice* (6th ed). Thousand Oaks, CA: SAGE Publications.
- Northouse, P. G. (2018). *Leadership, theory and practice* (8th ed). Thousand Oaks, CA: SAGE Publications.
- NROTC Midshipman Summer Training Program (2018).

Nye, J. S. (2008). Transformational leaders are not always better. *The Christian Science Monitor*.

Retrieved from <https://www.csmonitor.com/Commentary/Opinion/2008/0328/p09s01-coop.html>

OECD. (2014b). *Skills Beyond School: Synthesis Report*, OECD Reviews of Vocational

Education and Training, OECD Publishing. Retrieved from

<http://www.oecd.org/edu/skills-beyond-school/skills-beyond-schools-synthesis-report.htm>

Ott, J. S. (1989). *The Organizational culture perspective*. Brooks/ Cole Publishing, Pacific

Grove, CA

Parson, J. B. (2017). Leader Development and Education. *From One Leader to Another*

Retrieved from [https://www.armyupress.army.mil/Journals/NCO-](https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2017/October/Leader-Development/)

[Journal/Archives/2017/October/Leader-Development/](https://www.armyupress.army.mil/Journals/NCO-Journal/Archives/2017/October/Leader-Development/)

Pellerin, C., “Developing Leaders is ‘Job One,’ Dempsey Tells ROTC Cadets,” American Forces

Press Service, Jan 13, 2012. As of November 20, 2018:

<http://www.defense.gov/news/newsarticle.aspx?id=66784>

Peters, L., Baum, J., & Stephens, G. (2011). Creating ROI in leadership development.

Organizational Dynamics, 40(2), 104-109. <http://dx.doi.org/>

[10.1016/j.orgdyn.2011.01.004](http://dx.doi.org/10.1016/j.orgdyn.2011.01.004)

Posner, B. Z. (2004). A leadership development instrument for students: Updated. *Journal of*

College Student Development, 45(4):443-456.

Privitera, G. J. (2015). *Statistics for the Behavioral Science*. 2nd Ed. SAGE Publications, Inc

- Quinkert, K. A., Morrison, J. E., Fletcher, J. D., Moses, F. L., & Roberts, E. J. (2007). *The Army Science of Learning Workshop*. (ARI Research Note 2007-02). Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.
- Radka, A. (2019). We Must focus on leading not leadership *People Development Magazine*
Retrieved on March 10, 2019
<https://peopledevelopmentmagazine.com/2017/05/16/leading-leadership/>
- Reed, G. (2004). Toxic Leadership. *Military Review* (July-August 2004): 67-71
- Reed, G.E., Olsen, R.A., & Min, D., (2010). Toxic Leadership: Part Deux. *Military Review* (November – December) 58-64
- Reithel, S.M., & Finch, D. M. (2007). Leadership; Nature versus nurture. *Chief Learning Officer*, 6(2), 26-31
- Ronald, B. (2014). Comprehensive leadership review – literature, theories and research. *Advances in Management*, 7(5), 52-66. Retrieved from
<https://www.questia.com/library/journal/1P3-3333088521/comprehensive-leadership-review-literature-theories>
- Rolfe, P. (2011). Transformational leadership theory: what every leader needs to know. *Nurse Leader*. 9, 2, 54-57
- Ross, M., & Shannon, D. (2008). *Applied quantitative methods in education*. Dubuque: Kendall/Hunt.
- Rothwell, W. J., & Cookson, P.S. (1997). *Beyond instruction: Comprehensive program planning for business and education*. San Francisco: Jossey-Bass.

- Ruben, B. D., & Gigliotti, R. A. (2017). Communication: Sine qua non of organizational leadership theory and practice. *International Journal of Business Communication*, 54(1), 12-30.
- Russell, A. L. (1995). Stages in learning new technology: NaÔve adult email users. *Computers in Education*, 25(4), 173-178.
- Seltzer, J., & Bass, B. M. (1990). "Transformational Leadership: Beyond Initiation and Consideration." *Journal of Management* 16, no, 4, (1990): 693-703.
- Shannon, C. C. (2013). *Air force reserve officer training corps indicators of leadership development in undergraduate military education* (Order No. 3583113). Available from ProQuest Dissertations & Theses Full Text. (1557812800). Retrieved from <http://spot.lib.auburn.edu/login?url=https://search.proquest.com/docview/1557812800?accountid=8421>
- Smith, N. (2003). Characteristics of Successful Adult Distance Instructor for Adult Learners. *Inquiry*, Volume 8, Number 1 Spring 2003
- Stogdill, R. M. (1974). *Handbook of leadership*, New York, Free Press.
- Starratt, A., & Grandy, G. (2010). Young workers' experiences of abusive leadership. *Leadership & Organization Development Journal*, 31 (2). pp. 136-158. ISSN 0143-7739
- Streufert, S., Nogami, G., Swezey, R. W., Pogash, R. M., & Piasecki (1988). Computer assisted training on complex managerial performance. Special issue: Dialogue on the relationship of learning theory to instructional theory. *Computers in Human Behavior*, 4, 77-88.
- Taylor, R. L., Rosenbach, W. E., & Rosenbach, E. B. (2009). William E. Rosenbach, and Eric B. Rosenbach, *Military Leadership: In Pursuit of Excellence*, 6th ed., Boulder, C.O.: Westview Press.

- Tepper, B. J., (2007). Abusive supervision in work organizations: review, synthesis, and research agenda. *Journal of Management*. 33(3):261–289
- Trevino, L. K., & Nelson, K. A. (2014). *Managing Business Ethics* (6th ed.). Hoboken: Wiley.
- U. S. Coast Guard Leadership Development Center. (2014). *Performance improvement guide, 6th edition*. Boston, MA: U.S. Government Printing Office.
- U. S. Department of the Air Force. (2004). *Leadership & Force Development* (AFDD 1-1). Washington, DC: Author
- U. S. Department of the Air Force. (2006). *Leadership & Force Development* (AFDD 1-1). Washington, DC: Author
- U. S. Department of the Air Force. (2011). *Leadership & Force Development* (AFDD 1-1). Washington, DC: Author
- U. S. Department of the Navy. (2012). *Regulations for Officer Development (ROD) Programs*
Naval Service Training Command
- U.S. General Accounting Office. (1998). *Gender Issues: Improved Guidance and Oversight are Needed to Ensure Validity and Equity of Fitness Standards*. Washington, DC: National Security and International Affairs Division.
- U. S. Naval Academy. (1984). *Fundamentals of Naval Leadership*. Naval Institute Press.
Department of Leadership and Law
- Vecchio, R. P., Bullis, R. P., & Brazil, D. M. (2006). The Utility of Situational Leadership Theory: A Replication in a Military Setting. *Small Group Research*, 37(5), 407-424
<https://doi.org/10.1177/1046496406291560>
- Vermont Agency of Education. (2017). *Revised state template for the consolidated state plan*.
Final plan submitted 5/3/17. Barre, VT: Vermont Agency of Education.

- Wardynski, C., Colarusso, M. J., & Lyle, D. S., Army War College (U.S.). Strategic Studies Institute. (2009). *Towards a U.S. Army officer corps strategy for success: a proposed human capital model focused upon talent*. Carlisle, Pa.: Strategic Studies Institute, U.S. Army War College.
- Whitehead, D. K, Weiss S. A., & Tappen, R.M. (2009). *Essentials of Nursing Leadership and Management*. (5th ed). FA Davis Company, Philadelphia PA
- Wiersma, W., & Jurs, S.G. (2009). *Research methods in education: an introduction* (9th ed.) Boston, MA: Pearson Education, Inc.
- Winkler, I. (2010). *Contemporary Leadership Theories: Enhancing the Understanding of the Complexity, Subjectivity and Dynamic of Leadership*. Springer, Heidelberg
- Wright, P. (1996). *Managerial leadership*. London: Routledge
- Yin, R. K. (2014). *Case study research: design and methods* (5th ed). Thousand Oaks, SAGE Publications
- Yukl, G. A. (1998). *Leadership in organizations* (4th ed). Upper Saddle River, NJ: Prentice-Hall.
- Yukl, G. A. (2002). *Leadership in Organizations* (5th Edition). Englewood Cliffs, NJ: Prentice Hall.
- Yukl, G. A. (2006). *Leadership in Organizations* (6th Edition). Upper Saddle River, NJ: Prentice Hall.
- Zimmerman-Oster, K. C., & Burkhardt, J. (1999). Leadership in the Making: A Comprehensive Examination of the Impact of Leadership Development Programs on Students. *Journal of Leadership & Organizational Studies*. <http://dx.doi.org/10.1177/107179199900600304>

Appendix A
Auburn University IRB Approval (Page 1 of 3)

**AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
REQUEST FOR EXEMPT CATEGORY RESEARCH**

For Information or help completing this form, contact: **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall
Phone: 334-844-5966 e-mail: IRBAdmin@auburn.edu Web Address: <http://www.auburn.edu/research/vpr/ohs/index.htm>

Revised 2/1/2014 Submit completed form to IRBsubmit@auburn.edu or 115 Ramsay Hall, Auburn University 36849.

Form must be populated using Adobe Acrobat / Pro 9 or greater standalone program (do not fill out in browser). Hand written forms will not be accepted.

Project activities may not begin until you have received approval from the Auburn University IRB.

1. PROJECT PERSONNEL & TRAINING

PRINCIPAL INVESTIGATOR (PI):

Name Roshun Steele Title Graduate Student Dept./School EFLT/Education
Address 675 Waterford Way, Jacksonville, AL AU Email ras0070@auburn.edu
Phone 757-218-6061 Dept. Head Sherida Downer

FACULTY ADVISOR (if applicable):

Name James Witte Title Professor Dept./School EFLT/Education
Address Haley Center, Auburn University, AL 36849
Phone 334-844-3054 AU Email wittej@auburn.edu

KEY PERSONNEL: List Key Personnel (other than PI and FA). Additional personnel may be listed in an attachment.

Name	Title	Institution	Responsibilities
<u>Roshun Steele</u>	<u>Researcher</u>	<u>Auburn University</u>	<u>Secondary Data Analysis</u>
<u>James Witte</u>	<u>Supervisor/Advisor</u>	<u>Auburn University</u>	<u>Secondary Data Analysis</u>

KEY PERSONNEL TRAINING: Have all Key Personnel completed CITI Human Research Training (including elective modules related to this research) within the last 3 years? YES NO

TRAINING CERTIFICATES: Please attach CITI completion certificates for all Key Personnel.

2. PROJECT INFORMATION

Title: Army Reserve Officer Training Summer Camp: Examining the Relationship between Leader Development Activities and Leadership Evaluations

Source of Funding: Investigator Internal External

List External Agency & Grant Number: _____

List any contractors, sub-contractors, or other entities associate with this project.

List any other IRBs associated with this project (including those involved with reviewing, deferring, or determinations).

FOR ORC OFFICE USE ONLY			
DATE RECEIVED IN ORC:	_____ by _____	APPROV.	
DATE OF IRB REVIEW:	_____ by _____	APPROV.	
DATE OF ORC REVIEW:	_____ by _____	INTERVA	
DATE OF APPROVAL:	_____ by _____		
COMMENTS:			

The Auburn University Institutional Review Board has approved this Document for use from
11/20/2018 to _____
 Protocol # 18-480 EX 1811

Appendix B
USACC Approval Letter



REPLY TO
THE ATTENTION

DEPARTMENT OF THE ARMY
RMID, US ARMY CADET COMMAND
1600 SPEARHEAD DIVISION AVENUE
FORT KNOX KENTUCKY 40122-5600

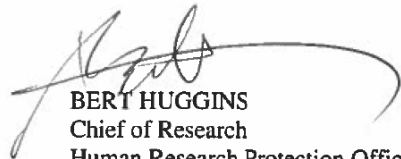
ATCC-R

29 October 2018

MEMORANDUM FOR Roshun A. Steele, Auburn University, Auburn, AL 36849

SUBJECT: Protocol for *"Army Reserve Officer Training Corps Summer Camp: Examining the Relationship between Leader Development Activities and Leadership Evaluations."*

1. This office has conducted a review of the protocol *"Army Reserve Officer Training Corps Summer Camp: Examining the Relationship between Leader Development Activities and Leadership Evaluations."* The proposed research does not pose any concerns as it does not require interaction with the Cadets, is not subject to concerns about personally identifiable information (PII) or have any implications for the individuals whose data will be the subject of the study. Additionally, none of the data concerns vulnerable subjects, and no minors are included. The researcher will have access to data that has been scrubbed for any PII.
2. The purpose of the dissertation is confined to the examination of different aspects of U.S. Army Reserve Officer Training Corps (ROTC) Cadet Summer Camp including pre-training, leader development activities, and leadership evaluations. Specifically, the relationship between early measurements at Army Reserve Officer Training Summer Camp and leadership evaluations.
3. Permission has been granted to use existing data in analysis. Of course, the IRB of record must be the university wherein the researcher seeks to conduct her dissertation. This office can approve research access only when the research meets the criteria of 45CFR46, and 32CFR219. The research protocol, as provided, meets both. Upon receipt of the approval of that institution's IRB findings as exempted research, this office will work with the researcher to provide existing data sans identifiable information.
4. If you have questions, please contact Human Research Protection Officer, Dr. Bert Huggins, at (502) 624-4354 or bert.huggins.civ@mail.mil.


BERT HUGGINS
Chief of Research
Human Research Protection Officer

Appendix C Cadet Leadership Assessment

Cadet Leadership Assessment		STAFF PROponent IS U.S. ARMY CADET COMMAND (G3)
Training Event (Garrison, FTX, Committee):		Spot Report <input type="checkbox"/>
Background:	Situation: (Describe behavior and impact on mission and or Soldiers)	
Observation: (Describe behavior and impact on mission and or Soldiers)		
Sustain (add comments on reverse)	Improve (add comments on reverse)	
1.	1.	
2.	2.	
3.	3.	
Reinforce & Recommend: (Note appropriate feedback, praise, or correction, and recommendations for action to sustain / improve leader behavior)		

DDT CMD FORM 158 (1 APR 17) REPLACES ALL PREVIOUS VERSIONS

Appendix D

Army Physical Fitness Test Scorecard DA Form 705

Army Physical Fitness Test Scorecard <small>For use of this form, see FM 7-22; the proponent agency is TRADOC.</small>						NAME (Last, First, MI)					
						GENDER					
						UNIT					
TEST ONE			TEST TWO			TEST THREE			TEST FOUR		
DATE	GRADE	AGE	DATE	GRADE	AGE	DATE	GRADE	AGE	DATE	GRADE	AGE
HEIGHT (IN INCHES)	BODY COMPOSITION		HEIGHT (IN INCHES)	BODY COMPOSITION		HEIGHT (IN INCHES)	BODY COMPOSITION		HEIGHT (IN INCHES)	BODY COMPOSITION	
	WEIGHT: _____ lbs GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>	BODY FAT: _____ % GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>		WEIGHT: _____ lbs GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>	BODY FAT: _____ % GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>		WEIGHT: _____ lbs GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>	BODY FAT: _____ % GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>		WEIGHT: _____ lbs GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>	BODY FAT: _____ % GO / NO-GO <input type="checkbox"/> / <input type="checkbox"/>
PU RAW SCORE	INITIALS	POINTS	PU RAW SCORE	INITIALS	POINTS	PU RAW SCORE	INITIALS	POINTS	PU RAW SCORE	INITIALS	POINTS
SU RAW SCORE	INITIALS	POINTS	SU RAW SCORE	INITIALS	POINTS	SU RAW SCORE	INITIALS	POINTS	SU RAW SCORE	INITIALS	POINTS
2MR RAW SCORE	INITIALS	POINTS	2MR RAW SCORE	INITIALS	POINTS	2MR RAW SCORE	INITIALS	POINTS	2MR RAW SCORE	INITIALS	POINTS
ALTERNATE AEROBIC EVENT EVENT _____ TIME _____ GO <input type="checkbox"/> NO-GO <input type="checkbox"/>		TOTAL POINTS	ALTERNATE AEROBIC EVENT EVENT _____ TIME _____ GO <input type="checkbox"/> NO-GO <input type="checkbox"/>		TOTAL POINTS	ALTERNATE AEROBIC EVENT EVENT _____ TIME _____ GO <input type="checkbox"/> NO-GO <input type="checkbox"/>		TOTAL POINTS	ALTERNATE AEROBIC EVENT EVENT _____ TIME _____ GO <input type="checkbox"/> NO-GO <input type="checkbox"/>		TOTAL POINTS
NCOIC/OIC SIGNATURE			NCOIC/OIC SIGNATURE			NCOIC/OIC SIGNATURE			NCOIC/OIC SIGNATURE		
COMMENTS			COMMENTS			COMMENTS			COMMENTS		
SPECIAL INSTRUCTION: USE INK LEGEND: PU - PUSH UPS 2MR - 2 MILE RUN SU - SIT UPS APFT - ARMY PHYSICAL FITNESS TEST											

DA FORM 705, MAY 2010

PREVIOUS EDITIONS ARE OBSOLETE.

APD PE v1.00ES

Appendix E
Advanced Camp Evaluation Report
USACC Form 1059

ADVANCED CAMP EVALUATION REPORT For use of this form, see USACC Pam 145-5; the proponent agency is DCS, G-3.						CAMP YEAR (YYYY) 2017			
1. LAST NAME - FIRST NAME - MIDDLE INITIAL			2. SSN (Last 4)		3. REG/CO/PLT 8/C/1				
4. SCHOOL		5. HOST FICE CODE	6. APFT SCORE		7. APFT DATE	8. HEIGHT	9. WEIGHT		
10. PERFORMANCE SUMMARY a. <input type="checkbox"/> OUTSTANDING (TOP 15th Percentile) b. <input type="checkbox"/> EXCELLENT (BETWEEN 16 th and 49 th Percentile) c. <input type="checkbox"/> PROFICIENT (BETWEEN 50 th and 85 th Percentile) d. <input type="checkbox"/> CAPABLE (Bottom 15 th Percentile) e. <input type="checkbox"/> UNSATISFACTORY (Failed to Achieved Course Standards)				11. RECONDO <input type="checkbox"/> YES <input type="checkbox"/> NO					
				a. LAND NAV		i. Exam		ii. PE	
				b. FIRST AID		<input type="checkbox"/> 1 st Time GO <input type="checkbox"/> GO <input type="checkbox"/> NO GO			
				c. CBRN		<input type="checkbox"/> 1 st Time GO <input type="checkbox"/> GO <input type="checkbox"/> NO GO			
				d. CONFIDENCE COURSE		<input type="checkbox"/> GO <input type="checkbox"/> NO GO			
				e. 12-MILE MARCH		<input type="checkbox"/> < 3 Hours <input type="checkbox"/> GO <input type="checkbox"/> NO GO			
				f. MARKSMANSHIP		g. CALL FOR FIRE		<input type="checkbox"/> GO <input checked="" type="checkbox"/> NO GO	
12. CADET RANKING <input type="checkbox"/> of <input type="checkbox"/> I rate <input type="checkbox"/> Cadets									
13. LEADERSHIP POSITIONS	a. FTX		b. FTX		c. REG		d. REG		
	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>	E <input type="radio"/> P <input type="radio"/> C <input type="radio"/> U <input type="radio"/>		
14. ATTRIBUTES AND COMPETENCIES									
a. Character: (Adherence to Army Values, Empathy, and Warrior Ethos/ Service Ethos and Discipline. Fully supports SHARP, EO, and EEO.)									
b. Presence: (Military and Professional Bearing, Fitness, Confident, Resilient)									
c. Intellect: (Mental Agility, Sound Judgment, Innovation, Interpersonal Tact, Expertise)									
d. Leads: (Leads Others, Builds Trust, Extends Influence beyond the Chain of Command, Leads by Example, Communicates)									
e. Develops: (Creates a positive command/workplace environment/Fosters Esprit de Corps, Prepares Self, Develops Others, Stewards the Profession)									
f. Achieves: (Gets Results)									

Appendix E
Advanced Camp Evaluation Report page 2

NAME: <input style="width: 95%;" type="text"/>	SSN (LAST 4) <input style="width: 95%;" type="text"/>	REG/CO/PLT <input style="width: 95%;" type="text"/>
15. PTO COMMENTS (Comment on specific aspects of the Cadet's performance and potential for commissioning):		
16. AUTHENTICATION		
a. NAME, GRADE, OF PTO <input style="width: 95%;" type="text"/>	DATE (YYYYMMDD) <input style="width: 95%;" type="text"/>	Signature <input style="width: 95%; height: 20px;" type="text"/>
b. E-MAIL <input style="width: 95%;" type="text"/>	TELEPHONE <input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 20px;" type="text"/>
c. NAME, GRADE, OF CTO <input style="width: 95%;" type="text"/>	DATE (YYYYMMDD) <input style="width: 95%;" type="text"/>	Signature <input style="width: 95%; height: 20px;" type="text"/>
d. E-MAIL <input style="width: 95%;" type="text"/>	TELEPHONE <input style="width: 95%;" type="text"/>	<input style="width: 95%; height: 20px;" type="text"/>
e. DATE (YYYYMMDD) <input style="width: 95%;" type="text"/>	SIGNATURE OF RATED CADET <input style="width: 95%; height: 20px;" type="text"/>	

Appendix F
Sample Land Navigation Written Exam

Land Navigation Written Exam



Version A – Tenino

Edition – 7- DMATC

Series – V791

Sheet – 1477 IV

1. What is the road distance in meters from BM 79/ Grid EG1094 to BM 65/ Grid EH0900?
 - a. 6500
 - b. 6900
 - c. 6100
 - d. 5700
2. What is the straight-line distance in meters from BM 61/ Grid EH1603 to the Horizontal Control Station/Grid EG1798?
 - a. 5250
 - b. 5400
 - c. 6300
 - d. 5840
3. What is the road distance in meters from the road intersection located at EG14008840 to the road intersection located at EG16358835?
 - a. 2950
 - b. 2600
 - c. 2350
 - d. 2100
4. What is the grid azimuth from Spot Elevation 147/Grid EG1297 to Spot Elevation 134/Grid EG1098?
 - a. 107 degrees
 - b. 322 degrees
 - c. 287 degrees
 - d. 295 degrees
5. What is the magnetic azimuth from the bridge at grid/EG12159675 to Spot Elevation 147/EG1297?
 - a. 4 degrees
 - b. 10 degrees
 - c. 340 degrees
 - d. 331 degrees

Appendix G

Cadet Initial Counseling

Welcome to _____ Regiment. We will review your COER support form (Cadet Command Form 67-10-1a) that you brought with you to determine how we can mutually enhance your leadership competencies and attributes while you are here. You will receive a mid-point counseling and final counseling as well as an Advanced Camp Evaluation Report (ACER) which will be sent to your PMS. First we will discuss some of the rules of CST.

1. Advanced Camp Graduation Criteria. There are nine “must pass” graduation requirements and six “must complete” graduation requirements for CST 17 Advanced Camp.

Must PASS graduation requirements:

- APFT (60 per event)
- Land Navigation Written Exam (80%)
- Zero and Qualify on M4 / M16
- CBRN, Tactical Combat Casualty Care (TC3), and Call for Fire
- HT/WT (IAW AR 600-9)
- Land Navigation practical exercise (night into day 4/6)
- 12 Mile Foot March (4 hours w/ 35lb ruck)

Must COMPLETE graduation requirements.

- Cannot miss more than 48hrs (upon arrival) of scheduled training
- Cadets will be assessed in a minimum of four leadership positions (at least two in the FTX) at Squad Leader, Platoon Sergeant, or Platoon Leader
- Occupational Physical Aptitude Test (OPAT) (completed on campus)
- Rappel and Confidence Course
- Collegiate Learning Assessment (CLA+)
- Earn at a minimum, a rating of CAPABLE on the ACER

2. Cadets who violate any of the Army Values, SHARP or EO policy, consistently display apathy, refuse to train, display moral turpitude, or receive an overall performance rating of “Unsatisfactory” will be referred to the LDRB.

3. RECONDO. The RECONDO badge will be awarded to Cadets who display superior skills and leadership abilities at Advanced Camp. The criteria to be awarded the RECONDO badge are below:

- APFT 270 (at least 90 points per event)
- 90% on written land navigation exam (no retest)
- Qualify Expert with M4 / M16
- First time GO on all First Aid and CBRN tasks
- 1st time GO on all confidence course events
- 5/6 on land navigation practical exercise (first time GO)
- Cannot have a founded disciplinary action
- Complete the 12 mile foot march in 3 hours or less (35lb ruck)

4. Leader Development Review Board (LDRB). Cadets who fail to meet the graduation criteria as listed above will be referred to the LDRB. A referral to the LDRB can result in a recycle to a later Regiment, a recommendation for remediation of deficiencies on campus, or a recommendation for disenrollment. A Cadet who returns to campus without meeting graduation criteria can result in the PMS initiating disenrollment procedures, regardless of the recommendation from the LDRB.

5. End of Camp Commissioning (EOCC) Cadets. Cadets projected to commission at the end of Advanced Camp will not commission if they fail to meet the graduation criteria. EOCC Cadets are subject to the LDRB and may be disenrolled from ROTC for failure to meet all graduation criteria.

6. You will be afforded the opportunity to call home.

7. Heat injury is the top concern for Cadets at CST and hydration and adequate food intake are the best mitigation measures to prevent it. **You should always have a canteen or camelback with you and keep it full, using provided water blivets. You will be provided beads to measure water consumption. You should ensure you and other Cadets consume meals when offered, whether MREs or “Hot As”.** You will be afforded sufficient time to eat at the DFAC if you focus on eating and not socializing.

8. Inform the cadre if you:

- a. Have special dietary requirements due to religious practices or other reasons.
- b. Have had a previous hot weather injury; you will be identified by a red bootlace bead.
- c. Currently take prescription or other medications.
- d. Have any special medical conditions or allergies, including bee stings; you will be identified by a yellow bootlace bead.

9. Immediately inform the cadre if you have a concern about the health or welfare of an immediate family member and if you expect to be notified of a family emergency. Your Family must notify the Red Cross if there is an emergency, whom will then generate a message informing you and your cadre that there is a legitimate emergency.

10. You are **NOT** allowed to have (on your person or in the barracks) items prescribed in the CST Circular such as unprescribed medications, weapons, or food.

11. Cadets will always move with a purpose to accomplish their mission. Three or more Cadets constitute a formation with one marching the rest.

12. Cadets will be provided access to the Cadet PX but must be escorted by cadre until told otherwise.

13. Food/Snack (“Pogey Bait”) Policy - Food/Snack Items purchased at the PX will be opened and consumed in the PX Area. No PX/Snack food is allowed in the Barracks. Cookies and other food items that a Cadet receives in the mail will be brought to cadre’s attention and under his/her guidance and presence will be opened and shared and/or consumed outside the barracks immediately. These restrictions are based on the fact that other Regiments will be in

Appendix G Cadet Initial Counseling page 2

different stages of processing/training and an environment of “Haves and Have Nots” will not be presented. Cadets will not remove fruit and or snack items from the DFAC as adequate food/drinks will be provided during meals and training events.

14. **Alcohol and tobacco product possession and consumption is PROHIBITED for the duration of CST.**

15. Sexual Harassment and improper relationships will not be tolerated. Intimate relationships are prohibited while at CST. Report any harassment or improper relationships, physical or otherwise, to your cadre or SHARP representative,

16. Cadets are required to move in buddy teams at **ALL** times.

17. You are required to conduct personal hygiene every morning while in Advanced Camp. You will shower after PT or in the evening, shave (males), and brush your teeth. You will use the laundry service (pickup time will be posted on Platoon bulletin board and in Company orders). **TA-50 will not be washed in the washing machines.**

18. Barracks Maintenance: At a **MINIMUM**: every morning the barracks will be swept, the trash will be emptied, and the latrine will be cleaned (to include the female latrine). No foreign material will be flushed down the toilets—this includes wet wipes. Windows and ledges are to be cleaned and dusted weekly.

19. All doors and curtains will be opened after all personnel are dressed. Minimum uniform in Barracks is APFU shirt, shorts, and footwear.

20. If you are in the barracks and a cadre member enters the building for the first time, you will call “attention” for an officer and “at ease” for an NCO and will do the same when he or she departs for the day. You will do the same throughout the day if a cadre member of higher rank enters or leaves the barracks

21. When rendering a hand salute, state the Regimental Motto, “**Train To Lead, Sir/Ma’am!**” The superior will return the salute and respond with, “**Leadership Excellence!**” If marching, only the individual in charge of the formation will salute. If marching individually, do not stop to salute; salute while marching and continue your mission. We salute in the field except where it could affect training; i.e. at a patrol base or while conducting training at the FLRC.

22. Lights out is NLT 2200 hours every night unless otherwise directed. Female and male Cadets will have separate sleeping areas and access to respective barracks will be restricted and female wing will have an alarm set during lights out. Access control guards of the same gender will monitor entrances to sleeping areas during sleeping hours; each barracks will be assigned a male buddy team and female buddy team to accomplish this and function of the access control guard is to ensure only authorized personnel enter the sleeping area during periods of lights out. Additionally, a buddy team of Cadets will serve as Cadre Staff Duty CQ runners during lights out. Cadets will **NOT** be on duty for more than an hour. Sleep uniform is prescribed as the IPFU (PT Uniform).

23. We will conduct PRT at CST. You may conduct PT with at least one buddy if you receive approval from your Cadet chain of command and your PTO/PILT/PTNCO. You must sign in and out with your PTO. You can **ONLY** run on the designated routes. You must be in the proper PT uniform with reflective belt.

24. Sick call procedures. You must have a sick call slip (DD Form 689) and ID card. You **MUST** be accompanied by cadre. You will be informed of sick call procedures but should expect to inform Cadre by 0530 or immediately following training if you feel ill to the point you cannot train. The Company medic will assess you and then you may be referred to Nelson Clinic.

25. During all fire drills, you must follow fire evacuation routes and consolidate in the Regimental area. The garrison regimental formation area will be briefed to you and is posted along on the evacuation plan for your specific building. That same location will also be the marshalling area in the event of a fire drill.

26. You may report to the Staff Duty Cadre in the barracks for medical emergencies that occur after lights out.

27. Cadets must stay within the Regimental Area unless signed out. These boundaries were briefed during in-processing.

28. Cadets will stand at Parade Rest when addressing NCOs and at Attention when addressing Officers unless otherwise directed.

29. Everyone is a Safety Officer and manages risk. Do not let preventable accidents occur. Speak up if you see an unsafe act!

30. You must adhere to the following guidance if you are scheduled to receive a flight physical:
Do **NOT** eat anything after 2200 hours the night prior and; do **NOT** drink anything except water after 2200 hours the night prior; **Take contacts out; DO NOT** wear contacts any later than 24 hours prior to the examination. **Bring** your glasses if you wear them. For the remainder of CST you will wear glasses due to potential eye injuries caused by contact usage in a field environment

31. Contacts are not authorized at CST. If you do not have authorized eyewear, inform the cadre immediately so glasses can be ordered.

32. Please provide your ACU top and trouser size, cover size, and boot size so cadre can ensure CIF draw proceeds smoothly.

By signing this counseling, I acknowledge that I understand everything on this counseling statement. Furthermore, I understand that violation of CST standards and rules described above may result in adverse action taken against me, ranging from corrective action to expulsion from Advanced Camp to disenrollment from Army ROTC.

Cadet Name	Cadet Signature	Date	Company & Platoon	Cadre Name	Cadre Signature	Date


Appendix H
 Cadet OER Support USACC Form 67-10-1A
 7 May 2015

CADET OFFICER EVALUATION REPORT SUPPORT FORM			
For use of this form, see USACC Circular 145-5. The Staff proponent agency is USACC, DoLD-E, G-3.			
PART I - ADMINISTRATIVE (Rated Cadet)			
a. NAME (Last, First, Middle Initial)	b. SSN (LAST 4)	c. COMMISSIONING DATE (YYYYMMDD)	
g. SCHOOL	h. FICE CODE	i. DEGREE/MAJOR	
PART II - AUTHENTICATION			
a1. NAME OF RATER (Last, First, Middle Initial)	a3. RANK	a4. POSITION	
b1. RATER'S EMAIL ADDRESS (.gov or .mil)	b3. RATER'S PHONE NUMBER	b4. RATER'S SCHOOL	
c1. NAME OF SENIOR RATER (Last, First, Middle Initial)	c3. RANK	c4. POSITION	
c6. SENIOR RATER'S EMAIL ADDRESS (.gov or .mil)	c7. SENIOR RATER'S PHONE NUMBER	c9. SENIOR RATER'S SCHOOL	
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) _____ RATED CADET INITIALS _____ RATER INITIALS _____ SENIOR RATER INITIALS _____ 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:	b. MILITARY SCIENCE LEVEL:		
c. STATE CADET'S SIGNIFICANT DUTIES AND RESPONSIBILITIES:			
PART V - PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS			
a. INDICATE YOUR MAJOR GOALS/PERFORMANCE OBJECTIVES FOR THE PERIOD:	b. LIST ACTUAL SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:		

Appendix H
 Cadet OER Support USACC Form 67-10-1A
 7 May 2015 page 2

PART V - PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS CONTINUED Describe adherence to leadership attributes and demonstration of competencies
A. CHARACTER: (Army Values, Empathy, Warrior Ethos/Service Ethos, Discipline - see ADRP 6-22) INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES: LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:
B. PRESENCE: (Military and professional bearing, Fitness, Confidence, Resilience - see ADRP 6-22); (Safety and Individual readiness) APFT GOALS: PU <input type="text"/> SU <input type="text"/> RUN <input type="text"/> HEIGHT/WEIGHT <input type="text"/> (ONLY AS NEEDED) INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES: LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:
C. INTELLECT: (Mental agility, Sound Judgment, Innovation, Interpersonal tact, expertise - see ADRP 6-22 and ADRP 6-0) INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES: LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:
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) INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES: LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:
E. DEVELOPS: (Creates a positive environment/Fosters esprit de corps, prepares self, Develops others, Stewards the profession - see ADRP 6-22) MSAF PROJECTED COMPLETION DATES IAW AR 350-1 DATE: <input type="text"/> INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES: LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:
F. ACHIEVES: (Gets Results - see ADRP 6-22 and ADRP 6-0) INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES: LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

Appendix H
Cadet OER Support USACC Form 67-10-1A
7 May 2015 page 3

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)	
Follow up counseling(s): Key points and adjustments to Developmental Action Plan (if adjustments are required)	
SIGNATURE OF RATED CADET 	DATE