Full Range Leadership Development (FRLD): Full Range Leadership Development is a continuous process and having a full range of leadership behaviors is essential in today’s complex world. Therefore, developing full range leadership potential throughout the workforce has become a principal initiative in several of today/s most successful organizations, to include the United States Air Force. It includes developing relationships, taking advantage of opportunities, efficiently using available resources, properly evaluating situations and the performance of followers, reward and identifying improvement areas in one’s self, their followers, and the work place.

Within the Air Force Junior Reserve Officers Training Corps, this process of FRLD is modeled after principles adopted by the United States Air Force. Cadets leaders will be introduced to the principles of FRLD throughout the year during their weekly staff meetings using IAW AFPAM 36-2241 as a reference.

The flexible methodology of Leadership Development (LD) accommodates personalized, individual development at all levels of proficiency throughout the cadet’s JROTC experience, from program entry to graduation.

The LD includes basic leadership training, periodic assessment, and counseling at both team and individual levels by experienced instructors. Trends and corrective actions are identified and followed up with retraining and reassessment in a continuous cycle. Effective leader development is progressive, building on lessons learned and maximizing individual potential.

The purpose of LD is to provide an individual-focused training and evaluation process designed to develop leadership skills in a variety of training environments. Periodically, cadet progress is determined and individual potential to lead others is summarized. The integrated system of structured leadership opportunities is designed to maximize potential and predict future success in the AFJROTC program. Leadership Development helps cadets develop into citizens of character, dedicated to serving their nation and community. AFJROTC LD training helps cadets realize their ability to take charge under any condition. Properly administered, leader development provides cadets with systematic problem solving and self-analysis skills in a progressive cycle of training, periodic assessment, constructive counseling, retraining and reassessment.

The counseling and other feedback processes mirror those used in the US Air Force, familiarizing cadets with the expectations of the leader and enhancing their self-sufficiency and ability to lead other effectively in a wide variety of situations. Additionally, analysis of each cadet’s growth or failure to grow provides valuable insight to the cadet’s leadership potential. While time constraints do not normally allow cadets to be trained to full potential during their time in the program, the skills they receive allows for continued development long after they leave AFJROTC cadet. All cadet evaluators are trained in effective performance writing and its applications and faithfully execute the process under the supervision of experienced military managers.

Standardized Cadet Progression Evaluations reports (Appendices A & B) are used to document performance and potential.

Individual Focus: LD establishes a model which helps identify individual training needs, creates a plan of development, trains, and assesses cadet performance, all with the goal of developing cadets to their maximum individual potential. Following each evaluation, cadets are provided timely, focused developmental feedback in the form of individual counseling. Cadet performance is thoroughly documented and kept in the cadet’s Personal Information File (PIF). (e.g., Cadet Progression Evaluation reports, Excellence and Discrepancy Reports etc.), that reflect information used to quantify performance and potential. The evaluation of individual growth considers each cadet’s history of performance.

Developmental Feedback. Timely periodic performance feedback provides cadets with tools to begin improvement. Each time cadet performance is assessed, notable strengths and weaknesses are addressed and specific means for improvement are discussed with the cadet in detail.

Depending on the nature of the assessment scenario, the assessor provides formal or informal feedback. Common methods of feedback include performance test scores, counseling sessions, coaching, encouraging and individual or team after action reviews (AARs).
**Structuring Leadership Opportunities.** Leadership opportunities are practical exercises in leading and caring of subordinates and are used as a training tool to emphasize key teaching points. Given sufficient time, cadets exhibiting random behavior will eventually demonstrate their abilities and potential. Due to its unpredictability, random behavior cannot be relied upon as a means of illustrating and emphasize teaching points in a timely manner. Therefore, AFJROTC utilizes formally structured leadership opportunities, where cadets are assigned leadership duties with specific and implied tasks, given time to plan and prepare, and allowed to execute the assigned duties in a leadership role. The use of structured opportunities enables evaluators to direct variables necessary to ensure that cadets experience situations that meet developmental needs.

**Peer Ratings:** Peer evaluations utilize the viewpoint of other cadets to provide additional developmental feedback to the instructors. Cadet squadron commanders and senior cadets employ peer evaluations to assist in validating cadet performance and help identify trends and issues from within the cadet team, and provide valuable perspective on leader performance by those most affected. Because of their closer physical and social proximity, peers are often the first to identify issues affecting leader performance.

Cadet performance in the AFJROTC classroom and on campus is linked to the cadet evaluation and cadet management decisions (e.g., job selection, cadet promotions, leadership camp nominations etc.).

Cadet Performance Evaluations are a periodic process that follows previous training and measures its effectiveness. Using information gathered through evaluations, the cadet leader’s progress is gauged, proficiency determined, and developmental plan validated. Periodic assessment is a critical component of a cycle of continuous, progressive training that identifies developmental needs and provides necessary corrective actions.

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

**First- and Second-Hand Observation:** Behavior may be recognized through first-hand or second-hand observation. First-hand observation is the personal observation of behavior by the evaluator. Second-hand observations are those gained through review of results (e.g., even if the actual activity or process was not observed, the evaluator may determine leadership effectiveness by querying subordinates to ensure critical information has been disseminated) or through information provided by other evaluators or persons privy to the information. When relying on second-hand observations, evaluators must judge the accuracy of the source before coming to a conclusion.

Leaders are expected to exhibit character whether in a traditional position of leadership (element leader, flight sergeant, etc.) or not. Cadets who are evaluated only during leadership opportunities may sense that leadership is important only when an evaluation is taking place. Using the predictability of recurring leadership opportunities to their advantage, some cadets use gamesmanship and performance “masking” to inappropriately anticipate problems and hide personal short-comings and revert to their true character once the leadership opportunity is over.

**Recording Behavior:** In the evaluation process, critical details of observed behavior are noted for future reference (counseling, developmental training, leadership potential etc.).

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

- **Written Notes** - Written notes should contain sufficient information to enable the evaluator to recall salient details. The detail contained in notes is dependent on the experience and proficiency of the evaluator; experienced evaluators may streamline the note-taking process by using appropriate abbreviations.
Notes as an Aid - As levels of proficiency vary from evaluator to evaluator, so does the degree of detail needed in recording behavior. As proficiency increases, notes tend to become more concise and focused. The evaluator must accurately reflect the context and nature of the behavior.

Note-taking tips:

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

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

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

- Some dimensional behaviors (e.g., Integrity, Appearance, Enthusiasm etc.) might reasonably be expected to recur and be seen frequently throughout the leadership opportunity. Evaluators should refrain from recording each incident of commonly recurring behavior; instead, summarize that behavior at the conclusion of the opportunity. Summarized statements should recognize specific examples of behavior that are exceptionally positive or negative and that may be used to support summary ratings as well as behavior to be noted in performance counseling.

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

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

Developmental Counseling Guide and Things to Consider:

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

- When counseling, always begin with positive statements. Bring in the criticism after a positive start. If you start out negatively, the cadet will be on the defensive and will not listen to what you have to say. Organize the counseling session to start with the cadet's strong points, move to the weak points, and conclude with recommendations.

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

- All leaders should seek to develop and improve their counseling skills. These skills, acquired through study and through the practical application of counseling techniques, vary with each session. Generally, they can be labeled as listening, watching, and responding skills. The following tips will serve to make each counseling situation more effective:
Listening. One important aspect is concentrating on what the cadet is saying. Another is letting the cadet know the counselor is concentrating, hearing, and understanding what is said or is otherwise "getting the message." The counselor should refrain from talking too much. Let the cadet do much of the talking, stay with the topic being discussed, and avoid interrupting. Speaking only when necessary reinforces and stimulates the cadet to action. Silence can sometimes do this too. Occasional silences may indicate that the cadet is free to continue talking. A long silence on the other hand can be distracting and may make the cadet uncomfortable.

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

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

Questioning. This is key to the counseling process. The who, what, when, where, and how questions fit most counseling situations. When used properly, well-thought-out questions can actively involve cadets in solving their own problems. But a leader who asks a constant stream of questions is saying, "I'll tell you what to do." Questions that ask for answers in the cadet's own words are more effective than those causing a yes or no response. A cadet's answer to "How do you feel about your leadership performance to date?" will give more insight into his beliefs than "Do you think your leadership performance to date is up to standards?" A question like "what actions do you think need to be taken to improve your planning and organizing skills?" will get a more useful answer than "Are you going to do something about improving your planning and organizing skills?" Questions that begin with "why" tend to put cadets on the defensive. If asked "Why were you late?", the cadet is likely to give some excuse rather than explain what the real problem is. The counselor can be misled by the quick and defensive answers to "why" questions.

Summarizing. This pulls together all the information that a cadet has given. It is also a way for the counselor to check his understanding of what the cadet has said. Summarizing is done by restating the message in the counselor's own words and watching the cadet's reaction. This prevents a cadet from rambling on once a topic has been thoroughly discussed. It clarifies what has been said and stimulates further discussion.

Interpreting. This is similar to summarizing except that the counselor gives the cadet a new frame of reference. Its purpose is to develop a total picture so the cadet can view the problem differently. The counselor may suggest how others may view the situation. Through this approach, the cadet may better understand the nature of the problem and be more able to deal with it.

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

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

- Review performance information (AETC Form 341, notes etc.) on the cadet prior to the session
- Draw conclusions based on more than the cadet’s statements.
• To more fully understand what the cadet says and feels, listen to what the cadet says and how the cadet says it.
• Show empathy when discussing problems.
• When asking questions, be sure that you need the information.
• Keep the conversation open-ended; avoid interrupting.
• Give the cadet your full attention.
• Be receptive to the cadet’s feelings without feeling responsible to save the cadet from hurting.
• Encourage the cadet to take the initiative and to say what they want to say
• Avoid interrogating.
• Keep your personal experiences out of the counseling session unless you believe your experiences will really help.
• Listen more; talk less.
• Remain objective.
• Avoid confirming a cadet’s prejudices.
• Help the cadet help himself/herself.
• Grant the cadet strict confidence, if possible, in reference to anything revealed

Cadet Progression Evaluation Process:

At the conclusion of each observation, the evaluator considers all observed behaviors. The cadet evaluation form uses standards of performance known as Leadership Performance Indicators to determine the proficiency demonstrated in each observed leadership dimension. By analyzing trends and weighing the criticality of actions, the evaluator determines an overall rating of Outstanding, Excellent, Satisfactory, Marginal or Unsatisfactory (O/E/S/M/U) for each leadership dimension (Military Characteristics, Leadership, Personal Traits). Any behavior not rising to the minimum requirements of “Satisfactory” performance is considered as needing improvement. Evaluators must recognize the relative impact of individual acts of leader behavior on the leader’s overall effectiveness during the rating period, and to weight their judgments accordingly. As an example, the leader may demonstrate effective emotional control throughout most of the evaluation, but a single, momentary lapse of self-control might negate everything positive done throughout the day. The evaluator may weigh the appropriate summary rating more heavily toward the single loss of self-control, particularly if it is felt that behavior points to a significant leadership issue. Similarly, the leader may show little proficiency at the beginning of the rating period, only to show marked improvement near the end. The evaluator may determine the improved performance to more accurately reflect the leader’s capabilities, and rate accordingly.

Overall Evaluation Process: An overall evaluation rating of O/E/S/M/U is determined for the overall leadership performance by appropriately weighing the impact of the leader’s effectiveness and impact. In determining the overall rating, individual leadership dimension ratings are considered and appropriately weighted based on their impact to the leader’s overall effectiveness.
The Cadet Progression Evaluation Report (AFJROTC Form 50):

The cadet progress evaluation form allows cadet leaders to help their subordinates understand their strength and weaknesses. It provides meaningful feedback as to what is expected of them, advice on how well they are meeting expectations and advice on how to better meet expectations and is a reliable, long-term, cumulative record of performance and potential based on performance. It provides sound information used by senior leaders in identifying the best qualified personnel for advancement and increased responsibility.

The following are instructions on who will conduct an evaluation and when to complete the AFJROTC Form 50:

1. The cadet Squadron Commander will conduct a Cadet Progression Evaluation on all subordinate Flight Commanders and the first sergeant at the end of each grading term (6 weeks).

2. Each Flight Commander will conduct a Cadet Progression Evaluation on all subordinate Non-Commissioned Officers in Charge (NCOIC) at the end of each grading term (6 weeks).

3. Each NCOIC will conduct a Cadet Progression Evaluation on all Subordinate NCO at the end of each grading term.

4. The Operations Flight Commander will conduct a Cadet progression Evaluation on all Flight Sergeants (will need to obtain indirect observations from Flight advisors and instructors in not assigned to a flight).

Note 1: Cadet Progression Evaluations may be accomplished at any time when Instructor directed.

Note 2: The evaluation inclusive dates are from the first to last day of each term.

Note 3: If a cadet is removed from a position a Cadet Progression Evaluation will be accomplished immediate upon removal from the position.
# Cadet Progression Evaluation

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<th>LAST NAME, FIRST NAME, MIDDLE INITIAL</th>
<th>RANK</th>
<th>CURRENT LEADERSHIP POSITION HELD</th>
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## Reason for Evaluation

- [ ] Semester Review
- [ ] Instructor Requested

## Evaluation Inclusive Dates

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### Instructions:
Completion of a Cadet Progression Evaluation (CPE) is MANDATORY for each cadet applying for a staff position. A CPE will be conducted on all staff personnel at the end of each grading term (more often if the squadron commander or instructors desire). Evaluators will be senior members or cadet of a higher grade than the cadet being evaluated. The evaluator will be designated by the SASI or ASI. Place an "X" to indicate evaluation of performance in each category using the key below. Base evaluations on the requirements of the cadet's current level or activity. Rate cadets against other cadets of the same level or position. Make remarks as appropriate. Use the back side of this form if more space is needed. It is MANDATORY to review this evaluation with the cadet once all required approving signatures are obtained. An Unsatisfactory in any category will require a reevaluation within 30 days and correction to at least SATISFACTORY. Unsatisfactory rating may be appealed through the cadet board process. The SASI is the final authority. After all signatures are obtained the form will be placed in the cadet's Personnel Information File (PIF). If a cadet receiving an evaluation refuses to sign the form; the evaluator will document the refusal in the comment section on the back of this form. Signing is acknowledgement evaluation was conducted; doesn't constitute agreement.

### Key

- O = OUTSTANDING: Performance is carried out in a far superior manner; the cadet is of exceptional merit.
- E = EXCELLENT: Exceeds standards; performance is carried out in a superior manner.
- S = SATISFACTORY: Meeting the training standards, satisfactory performance relatively free of deficiencies.
- M = MARGINAL: Performance does not meet some standards; deficiencies exist that need improvement.
- U = UNSATISFACTORY: Definitely has failed to meet the requirements; needs immediate improvement.

## Military Characteristics

### Appearance
(Uniform neat, clean, and properly worn; clean shave, hair IAW AFJROTCI 36-2001, shoes shined)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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## Military Bearing
(Respects AFJROTC customs and traditions, uses good manners, participates in drill and ceremonies)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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## Leadership

### Attitude Toward Training
(Understands his/her leadership role; takes duties seriously, leads instead of drives; cooperates; makes his/her ideas clear to others; works will with others)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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### Interpersonal Skills
(Has respect and support of peers, subordinates & supervisors; leads instead of drives; cooperates; makes his/her ideas clear to others; works will with others)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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### Sense of Responsibility
(Defeendable, prompt, accurate, and thorough; uses good judgment and common sense; accepts personal responsibility)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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## Personal Traits

### Integrity
(Adheres to high moral standards; is reliable, honest, trustworthy, loyal, courageous)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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### Enthusiasm
(Has intense interest in task at hand; is cheerful & optimistic; is willing to perform job)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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### Self-Confidence
(Has self-assurance based on genuine knowledge and ability; makes sound decisions; decisive)

Remarks: Use bullet statements that describe the action, impact, and result of the performance with this criteria

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### Initiative
(Performs duties with a minimum of instruction; thinks independently; is resourceful; possesses drive and determination)

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AFJROTC Form 50 Aug 18 (Reverse)
OVERALL EVALUATION (Be factual and specific. Prepare comments below which will increase the objectivity of the rating) Consider the overall performance of the cadet in all leadership dimensions.

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ADDITIONAL POSITIVE FEEDBACK

The comments within this section should help explain the evaluator’s thoughts and performance ratings and serve as a vehicle for the cadet being evaluated to use in remembering those areas of strength.

1. When providing performance feedback, consider the following types of feedback to ensure the effective development of the rate: Encouragement and advice.

   - **Encouragement** is intended to motivate people by letting them know what they’ve done well and recognizing or rewarding them for it. Its purpose is to encourage people to continue or even increase their performance.

   - **Advice** lets people know what to improve and how to make the improvement. Its purpose is to advise the people how to perform better. Advice may be best suited for in areas which may need to be improved.

2. Properly given, encouragement and advice can be very powerful tools for maintaining and strengthening performance. Separation or “splitting” these two forms of feedback can be very important:

   - If you give only encouragement immediately following performance, you help people gain confidence to feel good about their job or role.
   - If you then provide advice separately, before the next performance opportunity, you help them do better the next time, increasing competence.

AREAS THAT MAY REQUIRE IMPROVEMENT

Giving both encouragement and advice at the same time sends a mixed message, with often less-than-effective results. People react in unpredictable ways to mixed feedback (also known as the “good job, but…”) technique. They may:

   1. Respond to both the encouragement and the advice.
   2. Hear only the encouragement, discounting the advice as “less important.”
   3. Hear only the advice, missing the confidence-building or motivational value of the encouragement.

   Separating the two kinds of feedback give you greater confidence that both messages are getting through.

List the positions the cadet has held during this rating period (i.e. Logistics NCO, Flight Sergeant, Element Leader etc.):

Flight Sergeant, Drill Team Commander etc.

List the AFJROTC activities in which the cadet has participated during this rating period (i.e. community service, drill team, color guard etc.):

Color Guard for Carolina Panthers Game, Canned Food Drive, Veterans Day Parade

Promotion Recommendation: □ PROMOTE □ CONSIDER □ NOT READY AT THIS TIME

Note: This is only a recommendation. Do you feel the cadet has performed in a manner deserving of a promotion?

SIGNATURES

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<td>NAME &amp; GRADE OF CADET SQUADRON/GROUP COMMANDER</td>
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