

Cadet Name: _____

Date: _____

1. (U2C1L1:F1) While working in a group what role do you find yourself taking in most situations?

A) I am usually the leader immediately taking charge to influence others to accomplish a mission

B) I usually wait to see what others do and then either begin trying to lead or take an active follower role

C) I am usually the follower waiting for someone else to take charge and direct my next steps

D) I am pretty much a loner and try not to interact with others in group situations

2. (U2C1L1:G1) Define "leadership."

A) Bossing around one's peers.

B) Obeying your Army instructor's commands.

C) Guiding others to accomplish a mission.

D) Controlling others through intimidation.

3. (U2C1L1:G2) In leadership, _____ gives others a reason for why they should do something.

A) Inspiration

B) Direction

C) Values

D) Purpose

4. (U2C1L1:G3) In leadership, _____ gives others the knowledge to complete a task.

A) Authority

B) Direction

C) Motivation

D) Purpose

5. (U2C1L1:G4) _____ means giving others the will to do what they are capable of doing.

A) Motivation

B) Influence

C) Leadership

D) Discipline

6. (U2C1L1:G5) "Influence" is defined as the power to control or affect others by _____, _____, or _____.

- A) Coercion, force, discipline
- B) Bribery, intimidation, threats
- C) Authority, persuasion, example
- D) Position, assignment, default

7. (U2C1L1:G6) The three steps for changing negative behavior are _____, _____, and _____.

- A) Reinforce them, ignore them, and confirm them
- B) See them as habits, have others point them out to you, and work on them
- C) Realize the need for change, have a positive attitude towards change, and follow through
- D) The 30-inch step, the 15-inch step, and the half step

8. (U2C1L1:Q1) You got promoted to squad leader last month. Since then, you had to counsel several of your squad members for poor performance. None of the counseling sessions seemed to resolve any of the problems. After reflecting on the counseling sessions, you realized that you just can't bring yourself to confront your squad members with their behavior.

In order to become more effective in counseling squad members, you should:

- A) Realize that confrontation is not going to be one of your strengths, and try to improve in other areas that will compensate for it.
- B) Be confident that if you continue to use the same approach, your squad members will realize that your style isn't confrontational, and they will change their behavior.
- C) Focus on improving your confrontational approach, and work on the other areas later.
- D) Recognize your weakness in using the confrontational approach, and continue to learn by trying new approaches in both strong and weak areas.

9. (U2C1L1:Q2) You are a squad leader. A fellow squad leader is feeling bad because he realized that he wasn't as strong a leader as he thought he was, and that he had some things to work on. As a squad member he always completed his missions, but he is having a hard time learning some leadership behaviors and doesn't think he should be a squad leader. For one thing, he has trouble motivating his squad to complete its assigned missions.

What should you tell him to help him become a better leader?

A) Tell him that since leadership is learned, that he should continue as a squad leader and learn from both his mistakes and the things he does well.

B) Tell him that he should ask the platoon leader to take him out of the squad leader position until he learns more motivation techniques.

C) Tell him that he should ask the platoon leader to put him in your squad so that you can teach him how to be a better leader.

D) Tell him that most leaders have shortcomings and that he should just accept them and to continue to do the things he does well.

10. (U2C1L1:Q3) Your new squad leader tells you that he has always been successful at whatever he did. He said, "Even though I've never been in a leadership position, I know that I will be a great squad leader because I was "born to lead." After a short time as squad leader, he finds out he was wrong. He's realizing that being a leader requires a lot of hard work, and that his preferred leadership style doesn't always work.

What did he not realize until he was in a leadership position?

A) He didn't realize that leaders have to apply a variety of approaches to leadership situations.

B) He didn't realize that leadership traits aren't the same as leadership behaviors.

C) Both A and B.

D) Neither A, nor B.

11. (U2C1L1:Q4) You are a new squad leader. You always watched the examples of your two previous squad leaders. You liked the first squad leader's way of always giving very specific directions. The other never gave directions, and always complained "I wouldn't have done it that way" when you finished. Their squads completed their assigned tasks, but they never seemed motivated to do anything. After they left the squad, both squad leaders got promoted to platoon sergeant.

How do you think you should you give direction?

A) Always give specific directions like the first squad leader.

B) Since the squad always completed the tasks and both squad leaders got promoted, either method would work well.

C) Give some direction, especially if it matters how a task is completed, but delegate some of the decision making to your subordinates.

D) Develop your subordinates by just assigning the tasks like the second squad leader, but don't complain about how it was done.

12. (U2C1L1:V1) Behavior

Vocabulary Matching - Question 5

1. behavior

A. the ability to influence, lead, or guide others to accomplish a mission in the manner desired

2. direction

B. something set up as an object or end to be attained

3. leadership

C. and explicit instruction

4. motivation

D. a need that causes a person to want to do something

5. purpose

E. the manner of conducting oneself

- A)
- B)
- C)
- D)
- E)

13. (U2C1L1:V2) Direction

Vocabulary Matching - Question 5

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|---------------|--|
| 1. behavior | A. the ability to influence, lead, or guide others to accomplish a mission in the manner desired |
| 2. direction | B. something set up as an object or end to be attained |
| 3. leadership | C. and explicit instruction |
| 4. motivation | D. a need that causes a person to want to do something |
| 5. purpose | E. the manner of conducting oneself |

- A)
- B)
- C)
- D)
- E)

14. (U2C1L1:V3) Leadership

Vocabulary Matching - Question 5

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|---------------|--|
| 1. behavior | A. the ability to influence, lead, or guide others to accomplish a mission in the manner desired |
| 2. direction | B. something set up as an object or end to be attained |
| 3. leadership | C. and explicit instruction |
| 4. motivation | D. a need that causes a person to want to do something |
| 5. purpose | E. the manner of conducting oneself |

- A)
- B)
- C)
- D)
- E)

15. (U2C1L1:V4) Motivation

Vocabulary Matching - Question 5

- | | |
|---------------|--|
| 1. behavior | A. the ability to influence, lead, or guide others to accomplish a mission in the manner desired |
| 2. direction | B. something set up as an object or end to be attained |
| 3. leadership | C. and explicit instruction |
| 4. motivation | D. a need that causes a person to want to do something |
| 5. purpose | E. the manner of conducting oneself |

- A)
- B)
- C)
- D)
- E)

16. (U2C1L1:V5) Purpose

Vocabulary Matching - Question 5

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|---------------|--|
| 1. behavior | A. the ability to influence, lead, or guide others to accomplish a mission in the manner desired |
| 2. direction | B. something set up as an object or end to be attained |
| 3. leadership | C. and explicit instruction |
| 4. motivation | D. a need that causes a person to want to do something |
| 5. purpose | E. the manner of conducting oneself |

- A)
- B)
- C)
- D)
- E)

17. (U2C1L2:F1) Which statement about leadership do you most agree with?

- A) Effective leaders are born with an innate ability to lead.
- B) Effective leaders have a strong concern for people.
- C) Effective leaders focus on the expectations of the task.
- D) Effective leaders change their style based on the situation.

18. (U2C1L2:G1) The theory that leaders were born was prominent from the 1800's to the 1940's and was called the _____ approach.

- A) Hatching
- B) Leadership

- C) Succession
- D) Traits

19. (U2C1L2:G2) Name three traits common to those in leadership positions that were discovered through research from the 1800s to the 1940s.

- A) Health, longevity, tenacity.
- B) Education level, marital status, and race.
- C) Intelligence, dependability, and humor.
- D) Income, height, and listening skills.

20. (U2C1L2:G3) From the 1940s to the 1970s, Kurt Lavin's research into leadership was called a _____ approach.

- A) Scattershot
- B) Behavior
- C) Eclectic
- D) Adaptive

21. (U2C1L2:G4) As a result of studies at Ohio State on leadership, two primary leadership behaviors were identified. What are they?

- A) Humor and honesty
- B) Relationship and structure.
- C) Provider and relationship
- D) Structure and stature

22. (U2C1L2:G5) Explain what is meant by "relationship behaviors" in leadership.

- A) Concerning oneself with goal setting and making work assignments.
- B) Treating team members as equal and looking out for the well-being of others.
- C) Communicating expectations, establishing work schedules, and sharing work.
- D) The degree to which your communication style is indirect.

23. (U2C1L2:G6) Explain what is meant by the "structural behaviors" of leadership.

- A) Concerned for the expectations and assignments of the task.
- B) Abiding by one's chain of command.
- C) Providing structured feedback on the performance of peers.
- D) To correct drill mistakes on the parade field.

24. (U2C1L2:G7) What approach to leadership discerned that there is no one best way to lead?

- A) The confidence approach of the 1980s.

- B) The eclectic approach of the 1990s.
- C) The contingency approach of the 1960s to the present.
- D) The free-for-all approach of the 1950s.

25. (U2C1L2:G8) In the _____ model of leadership, personal styles and situational characteristics combine to determine leadership, where a proper match between styles and situations are essential.

- A) Comprehensive
- B) Cohesive
- C) Co-dependant
- D) Contingency

26. (U2C1L2:G9) T or F: In the follower approach to leadership, the needs of the group members determine who will lead the group.

- A) True
- B) False

27. (U2C1L2:Q1) John and Kim work for the same company. They lead teams of workers with almost identical duties. John relates well with his worker's who believe that he genuinely cares about their well-being, but he isn't good at giving direction, and he frequently assigns unfair workloads. Kim shows that she cares about her worker's well-being by giving clear direction and assigning fair workloads. For some reason, however, her team never performs as well as John's.

This seems to indicate that:

- A) There is no one best way to lead. A leader's style has to match the situation.
- B) Leaders do not have an impact on group or organization effectiveness.
- C) Kim's team would probably work better if she used the Laissez-faire style of leadership.
- D) Kim should try to be like John.

28. (U2C1L2:Q2) Throughout history, leaders used the same approaches and styles identified in modern studies. Kings and Queens in the middle ages ruled with absolute authority, and people believed that hereditary monarchies were the best way to govern.

Which modern leadership approach and style best reflects this type of governing?

- A) Traits approach and autocratic style
- B) Behavior approach and autocratic style
- C) Follower approach and democratic style

D) Traits approach and laissez-faire style

29. (U2C1L2:Q3) We elect a President every four years. The responsibility for a President's success or failure lies with the President, the federal government, AND the voters because of the approach we use to choose a President.

Which approach is most similar to the way we choose a President?

- A) Contingency Approach - the person chosen has the proper style to fit the situation.
- B) Follower Approach - the person chosen is most likely to be able to balance the needs of the group with the situation.
- C) Situational Approach - the person is chosen because they best fit a specific situation.
- D) Trait Approach - the person chosen either does or does not possess the required leadership traits.

30. (U2C1L2:V1) What is the definition of the word "approach"?

- A) To move away from
- B) The deck off the back of a house
- C) To like what one does
- D) To draw closer to

31. (U2C1L3:F1) What do the words below represent?

Loyalty - Duty - Respect - Selfless Service - Honor - Integrity - Personal Courage

- A) Values of a good student
- B) Values of a good Cadet
- C) Values of a good person
- D) Values of the Army

32. (U2C1L3:G1) _____ are ideas about the worth or importance of things, concepts, and people.

- A) Loyalties
- B) Duties
- C) Values
- D) Obligations

33. (U2C1L3:G10) What are the two ways of exhibiting the value of honor?

- A) Standing up for one's beliefs and exhibiting steadfastness.
- B) Overcoming obstacles to achieve a task or goal and being outspoken.

- C) Recognizing the dignity of all and creating a climate of fairness.
- D) Adhere to and identify with a public code of professional values and employ honor as your motive for action.

34. (U2C1L3:G11) The term _____ refers to the notion of completeness, wholeness, and uniqueness and encompasses the sum total of a person's set of values.

- A) Integrity
- B) Loyalty
- C) Discipline
- D) Duty

35. (U2C1L3:G12) When a person possesses a high standard of moral value and principles, shows good moral judgment, and demonstrates consistent moral behavior, the person exhibits the value of _____.

- A) Selflessness
- B) Integrity
- C) Morality
- D) Loyalty

36. (U2C1L3:G13) What is the difference between physical and moral courage?

- A) Physical courage earns you the President's Physical Fitness Award
- B) Moral courage is easier than physical courage because it doesn't involve bodily injury.
- C) Physical courage is overcoming fears of bodily harm and doing your duty. Moral courage is overcoming fears other than bodily harm while doing what needs to be done.
- D) None of the above

37. (U2C1L3:G14) Define physical courage.

- A) Overcoming fears other than of bodily harm to do your job.
- B) Willingness to put the safety of others before your own safety.
- C) Overcoming fears of bodily harm and doing your duty.
- D) Standing up for what you believe in and being outspoken.

38. (U2C1L3:G15) Define moral courage.

- A) Overcoming fears other than bodily harm while doing what needs to be done.
- B) The standards of conduct that govern group behavior.
- C) A person's inner strength.
- D) Overcoming fears of bodily harm and doing your duty.

39. (U2C1L3:G16) Name the two forms of personal courage.

- A) Physical and moral courage
- B) Absolute and situational courage
- C) Temporary and permanent courage
- D) Intellectual and physical courage

40. (U2C1L3:G17) The Code of Conduct contains the basic tenets for conduct of service members. Define "tenet."

- A) Synonymous with requirements.
- B) A principle, belief, or doctrine generally held to be true; a set of guidelines.
- C) A proven fact.
- D) Any book that specifies how members of a group are required to think.

41. (U2C1L3:G18) _____ courage is standing up for your values, moral principles, and convictions.

- A) Physical
- B) Absolute
- C) Moral
- D) Real

42. (U2C1L3:G19) What is a "norm?"

- A) A principle of right action binding upon members of a group that guides, controls, or regulates proper and accepted behavior.
- B) A guy on "Cheers".
- C) An absolute principle that is unchanging from one environment to the next.
- D) Principles or standards that guide people to make decisions based on peer pressure.

43. (U2C1L3:G2) Name the seven individual values of LDRSHIP.

- A) Loyalty, duty, respect, selfless service, honor, integrity, and personal courage
- B) Luck, disciples, reward, self-declaring, humility, interest, and perseverance
- C) Love, direction, retention, service, humbleness, involvement, and patience
- D) None of the above

44. (U2C1L3:G20) Standards of conduct that govern the behavior of a group may be formal or informal and are commonly called _____.

- A) Standards
- B) Norms
- C) Laws

D) Tenets

45. (U2C1L3:G21) T or F: All norms are good and have positive results.

- A) True
- B) False

46. (U2C1L3:G22) Define "character."

- A) A person's inner strength
- B) Someone who is a genuine eccentric.
- C) Someone who blames others for things that go wrong with a team.
- D) Principles or standards that guide people to do the right thing.

47. (U2C1L3:G23) T or F: People who can admit when they are wrong rather than blaming others are said to have strong character.

- A) True
- B) False

48. (U2C1L3:G24) Name three things you can do to build strong and honorable character in yourself.

- A) Assess the present strength of your values and character.
- B) Determine what values you want to promote.
- C) Seek out tasks and situations that support such character, and select a role model who demonstrates the values and character you want to develop.
- D) All of the above

49. (U2C1L3:G25) Define "ethics."

- A) Norms of behavior that control group activities.
- B) The nationality into which one is born.
- C) Principles or standards that guide people to do the moral or right thing.
- D) A class you take to learn appropriate business behavior.

50. (U2C1L3:G26) T or F: Leaders have the responsibility to do the morally right thing.

- A) True
- B) False

51. (U2C1L3:G27) T or F: Leaders sometimes have to make a decision between two morally right values.

- A) True
- B) False

52. (U2C1L3:G28) Define "dilemma."

- A) A two-part debate approach used in public speaking.
- B) A type of hair coloring.
- C) A technique used for consensus building.
- D) An argument presenting two or more equally conclusive alternatives against an opponent.

53. (U2C1L3:G29) Some leaders think that coercion is necessary to motivate followers. Define "coercion."

- A) Cooperation that results in an equitable solution.
- B) Using positional authority to get one's way.
- C) A motivation technique that involves giving physical or monetary rewards.
- D) Using force or threats to control how someone acts or thinks.

54. (U2C1L3:G3) _____ is the sum total of all laws, rules, etc. that make up your organizational, civic, and moral obligations.

- A) Duty
- B) Honor
- C) Country
- D) Loyalty

55. (U2C1L3:G30) Define the word "unethical."

- A) Not claiming allegiance to any particular cultural group.
- B) Not doing the moral or right thing, usually because of peer pressure or self interest.
- C) An inability to comprehend what one reads.
- D) An inability to perform a sincere self-assessment.

56. (U2C1L3:G31) Define "tunnel vision."

- A) Extreme narrowness of viewpoint.
- B) A medical condition characterized by a detached retina.
- C) A condition that requires eyeglasses.
- D) Synonym to being nearsighted.

57. (U2C1L3:G32) Define "favoritism."

- A) The bringing of treats to social events.

- B) The showing of special favor.
- C) Talking to others about yourself to gain friends.
- D) Influencing people by giving false praise.

58. (U2C1L3:G33) Name the three ethical responsibilities of a leader that promote a healthy environment.

- A) Be a good role model; develop followers ethically; lead in such a way that you avoid putting teammates into ethical dilemmas.
- B) Clean up after others; don't smoke, and recycle when possible.
- C) Wear the uniform correctly; be on time; perform community service.
- D) Question all orders; use authority to accomplish a task; refrain from giving criticism.

59. (U2C1L3:G34) Define "self-disclosure."

- A) Talking to others about yourself so as to realize that your problems are no different from theirs.
- B) Taking one's clothes off in the privacy of one's room.
- C) Sharing secrets with others to gain friendships.
- D) Securing an area before you leave it.

60. (U2C1L3:G35) The acronym "LDRSHIP" stands for what?

- A) Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage
- B) Leadership, Duty, Respect, Selfless Service, Honor, Integrity, and Perseverance
- C) Loyalty, Diligence, Regard, Selfless Service, Honor, Integrity, and Personal Courage
- D) Loyalty, Duty, Respect, Service, Honor, Integrity, and Personality

61. (U2C1L3:G36) A _____ is a principle of right action binding upon members of a group that guides, controls, or regulates proper and acceptable behavior.

- A) guideline
- B) law
- C) norm
- D) mandate

62. (U2C1L3:G37) _____ establishes the correct order of your obligations and commitments.

- A) Judgment
- B) Loyalty
- C) Discernment
- D) None of the above

63. (U2C1L3:G4) What are the three things you must do to exhibit the value of duty?

- A) Show up early to events, stay busy during activities, leave only after the boss is gone.
- B) Respect the constitution, report law breakers, be faithful to your team.
- C) See dignity in all people, listen well, perform at your potential.
- D) Carry out the requirements of your job, meet professional standards, and fulfill your legal, civic, and moral obligations.

64. (U2C1L3:G5) What are the three things you must do to exhibit the value of loyalty?

- A) Respect the U.S. Constitution and its laws, demonstrate strong moral character and virtue, and show faithfulness to family, friends, and peers.
- B) Recognize every human's dignity, arrive on time to events, and create a climate of fairness.
- C) Salute the flag, follow the chain of command, and show consideration for others.
- D) Put the welfare of others first, be self-introspective, and focus on community service.

65. (U2C1L3:G6) _____ is recognition of the positive value a person represents to another person or organization.

- A) Self-control
- B) Loyalty
- C) Integrity
- D) Respect

66. (U2C1L3:G7) To exhibit the value of respect, what three actions must you take?

- A) Treat all people with dignity, demonstrate consideration for others, and create a climate of fairness.
- B) Listen to others, consider every viewpoint, and act accordingly.
- C) Both of the above
- D) None of the above

67. (U2C1L3:G8) Define "selfless service."

- A) The willingness to put the welfare of others first.
- B) The willingness to listen closely to others.
- C) The willingness to focus on service to the military, school, or team.
- D) The willingness to adhere to a public code of professional values.

68. (U2C1L3:G9) What two actions must you take to exhibit the value of selfless service?

- A) Make sure your own needs and the needs of your peers are met.
- B) Employ honor as your motive in all things and work towards wholesome values.

C) Focus your priorities on service to your community or to your nation, and place the needs of the organization above personal gain.

D) All of the above

69. (U2C1L3:Q1) In an Army JROTC competition, the scores are so close that one point could mean winning or losing. On the final event, a written test, you got the lowest possible grade without failing. When your instructor was reviewing the test answers, you noticed that he marked one answer correct that should have been wrong. You have an ethical dilemma, and telling him he made a mistake will cause you to fail and could cause your squad to lose. Think about the Army Values and your personal values.

What should you do? What do you stand to gain?

A) Remain loyal to your squad and don't say anything; your squad could win the competition

B) Remain loyal to your squad by informing the teacher of his mistake after the competition is over; more loyalty from your squad mates

C) Maintain your integrity and inform the teacher of his mistake, even if it means your squad loses; gain the respect of your competitors, instructor, and eventually, your squad

D) Maintain your integrity and inform the teacher of his mistake; expect to be awarded extra points for your strong values

70. (U2C1L3:Q2) You are a platoon leader and acting company commander because the company commander and XO are absent. Your battalion S-3 calls you up and asks you which platoon you selected for the opportunity to participate in a prestigious drill competition. This is the first you've heard of it, but the other platoon leader tells you that the commander said that her platoon would be participating in it. Unfortunately, this platoon leader once admitted that she has a habit of taking care of her platoon at the expense of the others by choosing to perform easier tasks. You have to give the S-3 an answer now.

What is your best course of action?

A) You maintain loyalty to your platoon and give them the opportunity.

B) You respect the other platoon leader's integrity and send her platoon, but you also ask her how she would feel if you sent your platoon.

C) You tell the S-3 that your company doesn't have a platoon to participate.

D) You send your platoon in order to teach the other platoon leader about integrity.

71. (U2C1L3:Q3) One of your friends applies the Army Values only when they benefit him. Even though your instructor regularly reinforces application of the Army Values, your friend continues to apply them only for his own needs. You also tried to talk to him, but his answer is always "I'll deal with it when I have to." You know that today he is going to have a serious

ethical dilemma and will learn a hard lesson.

As a loyal friend, what can you do to best help him learn meaning and purpose of values?

- A) Since your instructor keeps reinforcing them and you already talked to him, you have to let him learn about the purpose and meaning of values when he is faced with the dilemma.
- B) Tell him about the dilemma he's about to have so that he can be ready for it, even if it means he can apply the Army Values to help him avoid it.
- C) Even if he'll be mad at you for not telling him, let him learn the right (and hard) things about values.
- D) Before his dilemma occurs, talk to him about the meaning and purpose of values so that it is fresh in his mind, even if he later realizes that you knew about it ahead of time.

72. (U2C1L3:Q4) While developing your own personal code of ethics, you find that a couple of your personal values sometimes conflict with each other, and with the Army Values. You strongly believe in each personal and Army value. What should you do when they conflict?

- A) Prioritize all of the values, but always put the more senior Army Values first.
- B) Continue to re-write your own personal code until the values don't conflict.
- C) Solve ethical dilemmas by applying your personal values first, then the Army Values if needed.
- D) Solve ethical dilemmas as they occur by evaluating the situation and applying all of the values.

73. (U2C1L3:Q5) A transfer student was assigned to your squad. When you asked him about his previous JROTC unit, he told you that there was a lot of competition between units and individuals. At first, you were impressed with the new Cadet. However, after a couple of weeks you noticed that he was causing a breakdown in teamwork, and an increase in competition between your squad members. You have enough time before leadership lab to talk to your squad about one of the Army Values.

Which one should you choose to correct this situation? Why?

- A) Selfless Service - your squad members are becoming more competitive with each other, and are placing their own needs before those of the squad.
- B) Honor - your squad members aren't adhering to a code of ethics or values.
- C) Personal Courage - your squad members aren't facing fears, danger or adversity.
- D) Respect - squad members aren't treating each other as they should.

74. (U2C1L3:V1) Choose the word that best matches the definition below.

"A personal truth; mental acceptance or conviction of particular truths of someone or

something."

- A) beliefs
- B) dilemma
- C) norms
- D) ethics

75. (U2C1L3:V10) Choose the word that best matches the definition below.

"Rules, principles, or standards that guide individuals or groups to do the moral or right thing in accordance with accepted principles of right and wrong."

- A) beliefs
- B) norms
- C) ethics
- D) coercion

76. (U2C1L3:V11) Choose the word that best matches the definition below.

"The showing of special favor."

- A) beliefs
- B) favoritism
- C) ethics
- D) dilemma

77. (U2C1L3:V12) Choose the word that best matches the definition below.

"A principle, standard, or quality considered worthwhile or desirable in a person or group; an ideal."

- A) favoritism
- B) prejudices
- C) tunnel vision
- D) values

78. (U2C1L3:V13) Choose the word that best matches the definition below.

"Not doing the moral or right thing (normally a result of pressures or temptations from self-interest, peers, subordinates, or seniors); to violate established rules or standards of conduct."

- A) bribery
- B) unethical
- C) selfless service
- D) values

79. (U2C1L3:V2) Choose the word that best matches the definition below.

"A willingness to put the welfare of others first; to sacrifice, if need be, even to the point of giving up one's own life, in service to the nation."

- A) bribery
- B) favoritism
- C) tenets
- D) selfless service

80. (U2C1L3:V3) Choose the word that best matches the definition below.

"A principle of right action binding upon members of a group and serving to guide, control, or regulate proper and acceptable behavior; a pattern or trait taken to be typical in the behavior of a social group."

- A) coercion
- B) values
- C) norms
- D) prejudices

81. (U2C1L3:V4) Choose the word that best matches the definition below.

"An argument presenting two or more equally conclusive alternatives against an opponent."

- A) beliefs
- B) unethical
- C) tunnel vision
- D) dilemma

82. (U2C1L3:V5) Choose the word that best matches the definition below.

"A principle, belief, or doctrine generally held to be true."

- A) ethics
- B) tenets
- C) norms
- D) prejudices

83. (U2C1L3:V6) Choose the word that best matches the definition below.

"An adverse opinion or leaning formed without just grounds or before sufficient knowledge."

- A) prejudice
- B) selfless service
- C) unethical
- D) tunnel vision

84. (U2C1L3:V7) Choose the word that best matches the definition below.

"The act of giving or offering to, or accepting money, property, or a favor from someone in a position of trust to persuade or influence that person to act dishonestly."

- A) favoritism
- B) tenets
- C) bribery
- D) coercion

85. (U2C1L3:V8) Choose the word that best matches the definition below.

"Extreme narrowness of viewpoint."

- A) beliefs
- B) selfless service
- C) dilemma
- D) tunnel vision

86. (U2C1L3:V9) Choose the word that best matches the definition below.

"The act, process, or power of forcing someone to act or think in a given manner, such as by using force or threats as a form of control."

- A) bribery
- B) coercion

- C) values
- D) unethical

87. (U2C1L4:F1)

In the Leadership Development Program,

Character describes what a leader must _____.

Competence refers to what a leader must _____.

Actions are what a leader must _____.

- A) do, know, be
- B) be, know, do
- C) know, be, do
- D) be, do, know

88. (U2C1L4:F2) What influences others to accomplish a mission or common goal?

- A) Force
- B) Purpose
- C) Leadership
- D) Money

89. (U2C1L4:G1) Define "attributes."

- A) A quality or characteristic that belongs to a person; a distinctive personal feature.
- B) A feature distinctive to a particular race of people.
- C) An attitude that demonstrates confidence and ability.
- D) A group characteristic that sets the group apart from other groups.

90. (U2C1L4:G11) In the Leadership Development Program, character describes what a leader must _____.

- A) BE
- B) DO
- C) SAY
- D) THINKS

91. (U2C1L4:G12) In the Leadership Development Program, competence refers to what a leader must _____.

- A) BE
- B) DO

- C) KNOW
- D) SEE

92. (U2C1L4:G13) In the Leadership Development Program, actions are what a leader must _____.

- A) BE
- B) SEE
- C) DO
- D) THINK

93. (U2C1L4:G2) Name three of the eleven principles of leadership.

- A) Know yourself and seek self-improvement. Be technically proficient. Seek responsibility and take responsibility for your actions.
- B) Make sound and timely decisions. Set the example. Know your personnel and look out for their welfare. Keep followers informed.
- C) Develop responsibility in your followers. Ensure each task is understood, supervised, and accomplished. Build a team. Employ your team in accordance with its capabilities.
- D) All of the above

94. (U2C1L4:G3) Explain the BE, KNOW, DO attributes of leadership.

- A) Be efficient, know everything, and do what you can.
- B) Leaders must concentrate on what they are, what they know, and what they do.
- C) Be your best, know your team, and do what you can to guide the team to success.
- D) Leaders must be, know, and do the Army's Code of Conduct.

95. (U2C1L4:G4) A good leader accepts honest errors from teammates without recrimination. Define "recrimination."

- A) Considering teammates to be criminals.
- B) A retaliatory accusation.
- C) The state of not being bothered by incompetence.
- D) The act of re-teaching material until a team understands it.

96. (U2C1L4:G5) A leader conducts him or herself so that personal habits are not open to censure. Define "censure."

- A) An opinion or judgment that criticizes or condemns sternly.
- B) To tighten one's belt or one's hold on an object.
- C) Another word for praise or kudos.
- D) The act of revealing one's flaws to others to gain acceptance within a group.

97. (U2C1L4:G6) Name three "DO" things that a leader must provide.

- A) Food, water, shelter
- B) Listening, evaluating, encouraging
- C) Purpose, direction, motivation
- D) Supervision, encouragement, evaluation

98. (U2C1L4:G7) Name the five "KNOW" things that a leader must know.

- A) Know the four factors of leadership and know yourself
- B) Know human nature and know your job
- C) Know your unit
- D) All of the above

99. (U2C1L4:G8) Name the three "BE" things that a leader must be.

- A) Have honorable character, be an example, resolve complex problems.
- B) Be competent, be quick, be specific.
- C) Be confident, be competent, be a non-complainer.
- D) Be excellent, be an example, be an explainer.

100. (U2C1L4:G9) T or F: Once a leader masters leadership skills, his or her education on leadership is finished.

- A) True
- B) False

101. (U2C1L4:Q1) You delegated a difficult mission to a reliable junior Cadet. Unfortunately, you didn't have time to supervise because you were completing another mission at the same time. The Cadet failed to complete the mission successfully, but appreciated the opportunity to excel. The Cadet knows that your supervisor will blame you for the failure and wants to take full responsibility.

As a leader, which of the below choices would be your BEST course of action next?

- A) Allow the junior Cadet to take responsibility for the failed mission, and tell your supervisor that your team shouldn't have been assigned so many difficult missions at once
- B) Accept responsibility for the mission's failure yourself, but talk to your supervisor about assigning missions in the future that are more within you and your team's capabilities
- C) Allow the junior Cadet to take responsibility for the failed mission, and counsel the Cadet on the responsibilities of leaders
- D) Accept full responsibility for the failed mission, but don't assign the junior Cadet to be in charge of any more missions without close supervision

102. (U2C1L4:Q2) You promised your squad that Cadet Jones would be in charge of the next mission because she earned the opportunity. You notice that the next mission isn't difficult, and she wouldn't really be challenged by it.

What course of action would you take in order to best develop your squad without denying Cadet Jones an opportunity?

- A) Don't go back on your word. Assign her to be in charge of the mission anyway.
- B) Tell your squad that the mission is so easy that anyone can do it, and then assign it to another Cadet.
- C) Tell Cadet Jones that "it just happens that way sometimes," have her complete the mission, then be fair and have her wait until her turn comes around again so that everyone else gets a chance too.
- D) Tell your squad that you think another Cadet would learn more by being in charge of this mission and ask for a volunteer. Assign Cadet Jones to supervise, but to allow the volunteer the chance to accomplish the mission.

103. (U2C1L4:Q3) Your platoon sergeant always seems to assign the unpleasant tasks to your squad. At summer leadership camp, your squad got assigned to clean the latrines. At the end of leadership labs, your squad usually is tasked to clean up, and it seems like your squad is always left to finish cleaning the weapons at the end of marksmanship training. Your team leaders have pointed out that some squad members are starting to grumble about it, even though they reassured them that things will even out in the end. Now that you think about it, they're right.

What's the best thing you can do for your squad?

- A) Tell your squad that you will refuse to have them do any more tasks like that until the other squads do some first.
- B) Talk to the platoon sergeant and other squad leaders about the favoritism happening in the platoon.
- C) Tell your squad that you don't think the platoon sergeant would do that either on purpose or by mistake, and tell them to "drive on."
- D) In private, talk to the platoon sergeant about the situation, and propose a plan to make task assignments more equitable in the future.

104. (U2C1L4:Q4) You are a squad leader, and your platoon is going to participate in a drill and ceremonies competition at the end of the month. You approach your platoon leader about making drill training more complex because your squad is much more proficient than the other squads. For leadership development reasons, he asks you to apply the 11 principles of leadership and to make the decision for him.

Which of the following best describes what your answer should be?

A) Since you are seeking responsibility, he should let you train your squad train separately.

B) Since the competition requires all of the squads to move in unison, he needs to keep training them as a team, even if it means performing less difficult tasks.

C) Since you and your squad are technically and tactically proficient, then he should allow your squad to train separately on more difficult tasks.

D) Since he already explained the task and you said that you understood it, then you will continue to do what you were told.

105. (U2C1L4:V1) Choose the word that best completes the sentence below.

The 11 principles of leadership have long been the foundation of military leadership _____.

A) censure

B) self-evaluation

C) doctrine

D) convictions

106. (U2C1L4:V2) Choose the word that best completes the sentence below.

Through the process of _____, leaders determine their own capabilities and limitations.

A) attributes

B) self-evaluation

C) recrimination

D) philosophy

107. (U2C1L4:V3) Choose the word that best completes the sentence below.

Seeking self-improvement means continually strengthening your _____.

A) attributes

B) doctrine

C) diversified

D) philosophy

108. (U2C1L4:V4) Choose the word that best completes the sentence below.

A _____ is a discipline comprising at its core logic, aesthetics, ethics, metaphysics, and

epistemology.

- A) censure
- B) doctor
- C) recrimination
- D) philosophy

109. (U2C1L4:V5) Choose the word that best completes the sentence below.

Seek a variety of activities and _____ leadership positions that will give you experience in accepting responsibility.

- A) attribute
- B) diversified
- C) doctrine
- D) singular

110. (U2C1L4:V6) Choose the word that best completes the sentence below.

Adhere to what you think is right and have the courage to stick to your _____.

- A) self-evaluation
- B) attributes
- C) convictions
- D) censure

111. (U2C1L4:V7) Choose the word that best completes the sentence below.

When you strongly disapprove of something someone has done you may _____ him or her.

- A) recrimination
- B) censure
- C) convict
- D) diversified

112. (U2C1L4:V8) Choose the word that best completes the sentence below.

Let team members know that you will accept honest errors without _____.

- A) conviction
- B) doctrines
- C) philosophy
- D) recrimination

113. (U2C1L5:F1) Which action below would not be something done during supportive communication?

- A) Ask questions to understand the actions and behaviors.
- B) Encourage the student to avoid peers that harass them.
- C) Practice / role play with the student while giving feedback.
- D) Follow up with the student to make sure the harassment stopped.

114. (U2C1L5:F2) Which statement below would not be an example of a positive confrontation?

- A) When you roll your eyes I don't think you listen to me.
- B) I felt you didn't value what I had to say when you did it.
- C) In the future I would prefer you listen to my opinion.
- D) You are a very mean-spirited person and I don't like you.

115. (U2C1L5:Q1) As you were leaving school for a dentist appointment, you witnessed a very popular Cadet, who happens to be a good friend of yours, harass another Cadet by making sexually degrading remarks. The next morning when you arrive at school, you find out from your good friend, the Cadet that made the remarks, that the victim filed a sexual harassment complaint. Your friend is complaining about it to anyone who will listen and spreading rumors about the victim.

What is the best thing to do next?

- A) You leave an anonymous note telling your instructor what you saw, because you don't want to lose a friend, but want your friend to stop talking about the victim.
- B) You talk to your friend about admitting what happened and to stop talking about the victim, or that you will have to report what you witnessed to your instructor, even if it ends your friendship.
- C) You go immediately to your instructor and report what you witnessed because friend or no friend, sexual harassment is wrong.
- D) You talk to the victim about dropping the complaint because if you tell, the other Cadet will spread rumors about you, too. You also tell the victim that you will talk to your friend about not harassing anyone, including the victim, anymore.

116. (U2C1L5:Q2) You are a female squad leader. You thought you just complimented another squad leader on his uniform and appearance by saying, "If I wasn't dating my boyfriend, I think I would ask you out." He replied, "Since we just went through sexual harassment training

yesterday, are you sure you meant to say that?" You realize that he is trying to reinforce something from yesterday's training.

What part of your sexual harassment training did you forget?

- A) You forgot that remarks could offend one person, even if they are acceptable to someone else.
- B) You forgot that males perpetrate sexual harassment more than females in high schools.
- C) You forgot that complimenting others on their appearance can make you a target for sexual harassment complaints.
- D) You forgot to avoid situations that present clear dangers, like complimenting others on their appearance.

117. (U2C1L5:Q3) At a party, you notice an old girlfriend passed out on a chair, and you insist on taking her to her house. Your current girlfriend says that she will break up with you if you do, but you do it anyway. Next week in school, your old girlfriend is also mad at you because her parents found out she had been drinking, and grounded her for a month.

Which of the following answers represents the primary reason for your actions?

- A) You were helping someone avoid a situation where they were vulnerable to sexual assault.
- B) You needed a good reason to break up with your current girlfriend.
- C) You don't agree with teenage drinking, and you wanted to get your drunken friend in trouble so she stops.
- D) You think you will get in trouble if something unfortunate happens to your old girlfriend.

118. (U2C1L5:V1) Choose the word that best describes the scenario below.

Suzy was afraid to go to her locker each day because a group of boys would gather around her making sexually offensive remarks. Sometimes they pinned her to her locker and made unwanted sexual advances. What is Suzy unfortunately experiencing?

- A) pornography
- B) sexism
- C) sexual harassment
- D) date rape

119. (U2C1L5:V2) Choose the word that best describes the scenario below.

Mark was constantly teased by his classmates for being overweight and made to feel alone and

not liked. He finds it difficult to make friends because he feels so easily hurt and weak. Mark is experiencing feelings of being what?

- A) vulnerable
- B) a perpetrator
- C) sexually harassed
- D) date raped

120. (U2C1L5:V3) Choose the word that best describes the scenario below.

JR always seems to be the one creating issues after school. He blocks certain females from going past him and sometimes corners them in a sexual way. One time someone caught JR spying on girls in the locker room. JR is the _____ in this situation.

- A) victim
- B) sexist
- C) vulnerable one
- D) perpetrator

121. (U2C1L5:V4) Choose the word that best describes the scenario below.

During our after school club Matt always says degrading things to the women in the club. He does not feel they should be given leadership positions and should answer to the needs of the men instead. What behavior is Matt displaying?

- A) vulnerability
- B) sexism
- C) sexual harassment
- D) perpetrator

122. (U2C1L5:V5) Choose the word that best describes the scenario below.

After the prom Megan and John were alone together. Even though Megan made it clear she didn't want to have sex with John, he forced himself on her telling her she owed him for taking her to the prom. What happened to Megan in this situation?

- A) sexism
- B) sexual harassment
- C) date rape
- D) cheating

123. (U2C2L1:F1) Which statement below supports the purpose of drill?

- A) "Drill makes me embarrassed to be a part of my unit."

- B) "Drill makes me think more before acting on commands."
- C) "Drill helps me pay more attention to detail."
- D) "Drills make me tired and distracted."

124. (U2C2L1:F2) Drill is most beneficial to soldiers preparing for battle.

- A) True
- B) False

125. (U2C2L1:G1) Where was the "shot heard around the world" fired?

- A) Fort Sumter, South Carolina
- B) West Point, New York
- C) Annapolis, Maryland
- D) Lexington, Massachusetts

126. (U2C2L1:G2) Who was the Prussian officer who wrote drill movements for General George Washington's army at Valley Forge?

- A) Heimlich
- B) Hitler
- C) Baron Friedrich von Steuben
- D) Trotsky

127. (U2C2L1:G3) What is a maneuver?

- A) A type of military tactic used exclusively while retreating.
- B) A type of fertilizer.
- C) A 30-inch drill step.
- D) A movement in military tactics (or in drill) normally to secure an advantage.

128. (U2C2L1:G4) Who wrote the first field manual for military drills, commonly called the "Blue Book?"

- A) Kelley
- B) Baron von Rothschild
- C) Baron Friedrich von Steuben
- D) General George Washington

129. (U2C2L1:G5) A _____ is used to move troops and equipment from one location to another in a quick and orderly manner.

- A) Drill
- B) Maneuver

- C) Road march
- D) 30-inch step

130. (U2C2L1:G6) Define "unison" - as in, "to move in unison."

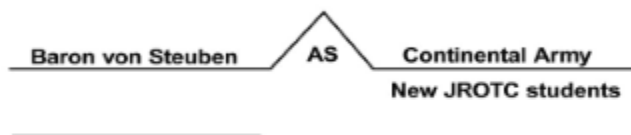
- A) In complete or perfect agreement; at the same time.
- B) A chest to hold ammunition.
- C) An oral order of a commander or leader.
- D) A signal to a subordinate to execute a drill movement.

131. (U2C2L1:G7) What is the backbone of military discipline?

- A) Duty
- B) Drill
- C) Rank
- D) Maneuvers

132. (U2C2L1:Q1) Complete the following sentence or pictured Bridge Map with the appropriate answer.

"Baron von Steuben was to the Continental Army, what _____ are to new JROTC students and classes."



RELATING FACTOR Team building, discipline, esprit de corps

- A) Cadet Company Commanders
- B) Cadet Battalion Commanders
- C) Cadet Operations Officers
- D) Cadet Drill Instructors

133. (U2C2L1:Q2) A football coach was being interviewed about his training methods. He said that he uses tough practices, on-the-spot corrections, positive feedback, and enforcement of

team values to accomplish his primary training goal, which is to make his players proud to be on the same team. The coach's primary goal for training illustrates a particular purpose and objective of drill.

Which is it?

- A) Esprit de Corps
- B) Teamwork
- C) Self-confidence
- D) Discipline

134. (U2C2L1:Q3) During training, some soldiers always complained about doing battle drills over and over again, even after they did them right. They also didn't think they had a very good squad leader. In combat, the same soldiers reflected on what they did during a firefight. They all realized that several times they reacted to a dangerous situation without thinking in order to accomplish their mission.

What should they now realize about their training?

- A) They realize the purpose and objectives of drill.
- B) They realized the necessity of personal pride.
- C) They realize the self-confidence they now have.
- D) They realize the importance of building strong esprit de corps.

135. (U2C2L1:V1)

Choose the synonym for the word below.

Discipline

- A) critical
- B) misconduct
- C) disorganized
- D) obedient

136. (U2C2L1:V2)

Choose the synonym for the word below.

Drill

- A) stationary
- B) march

- C) inaccurate
- D) discord

137. (U2C2L1:V3)

Choose the synonym for the word below.

Precision

- A) accurate
- B) explanation
- C) unclear
- D) imprecision

138. (U2C2L1:V4)

Choose the synonym for the word below.

Maneuver

- A) idle
- B) abstain
- C) movement
- D) disadvantage

139. (U2C2L1:V5)

Choose the synonym for the word below.

Unison

- A) conflict
- B) harmony
- C) disagree
- D) discord

140. (U2C2L2:F1) Which statement is true?

- A) Leaders and followers must uphold the same basic values of unit loyalty, personal responsibility, and selfless service.
- B) It is more important for leaders to uphold the basic values of unit loyalty, personal responsibility, and selfless service to set the example.
- C) Only followers must uphold the basic values of unit loyalty, personal responsibility, and selfless service since leaders can do what they want.

141. (U2C2L2:G1) An oral order of a commander or a leader is called a _____.

- A) Drill Command
- B) Command of Execution
- C) Preparatory Command
- D) Command of Movement

142. (U2C2L2:G11) What is the key factor in tone control when giving commands?

- A) Loudness
- B) Softness
- C) Breathing
- D) Shape of the mouth

143. (U2C2L2:G12) T or F: Cadence is the uniform rhythm in which a movement is executed.

- A) True
- B) False

144. (U2C2L2:G13) T or F: The purpose of the inflection of the command voice at the end of the command of execution is to draw an immediate, sharp, and precise movement (or snap) to the command.

- A) True
- B) False

145. (U2C2L2:G2) How many parts do most drill commands have?

- A) Three parts: the left foot step, the right foot step, and the execution.
- B) Two parts: the preparatory command and the command of execution.
- C) One part: the command of execution.
- D) One part: the preparatory command.

146. (U2C2L2:G3) What is the purpose of a preparatory command?

- A) To help the commander with his or her tone, cadence, and snap.
- B) To alert a platoon of impending disaster.
- C) To allow a subordinate to coach a leader on the next appropriate step.
- D) To convey the movement that the leader wants the subordinate to perform and to mentally prepare the subordinate for its execution.

147. (U2C2L2:G4) What is the purpose of the command of execution?

- A) It signals when the subordinate is to execute a drill movement.
- B) It signals the shooting of volleys of a 21-gun salute.
- C) It allows Cadets to know who is commanding a squad or platoon.
- D) It revokes the preparatory command.

148. (U2C2L2:G5) T or F: The command "ready, aim, fire" is a two-part command that contains two preparatory commands.

- A) True
- B) False

149. (U2C2L2:G6) What is the command for revoking a preparatory command?

- A) "At Ease"
- B) "Revoke"
- C) "As you were"
- D) "Fall In"

150. (U2C2L2:G7) T or F: Supplementary commands may be preparatory commands, a part of a preparatory command, or a two-part command.

- A) True
- B) False

151. (U2C2L2:G8) What is the normal interval between a preparatory command and a command of execution?

- A) It is normally two counts or two steps.
- B) It is normally one count or one step.
- C) It is normally two counts and one step.
- D) There is not an interval between the two.

152. (U2C2L2:G9) Define "inflection," as in "commands that are given with inflection."

- A) Loudness
- B) The rise and fall in the pitch and the tone changes of the voice.
- C) With an awareness of the listener.
- D) By a person of senior rank.

153. (U2C2L2:Q1) You are a Cadet platoon leader. Your platoon is set to participate in an Army JROTC drill competition in two days. Your cadence when giving marching commands during drill training has been so consistent that your squad leaders are beginning to anticipate your commands. Recently, they started to begin moving before you gave the command of execution, and did not always start in unison.

Of the choices below, what would be your best course of action for correcting the situation before the competition?

- A) Don't use the same cadence during the last couple days of practice so that your squad leaders won't know what to expect, and will hesitate before moving.
- B) Explain the "snap" of command voice and movement, and then vary your cadence while your platoon practices the responses to drill commands.
- C) Explain what cadence means when giving commands, and practice the rhythm of giving and reacting to drill commands.
- D) Explain to your platoon that during the competition you will be changing the inflection of your voice during the commands so that they will better know when to react and move.

154. (U2C2L2:Q2) You are a Cadet Platoon Sergeant. Cadet Myers has recently been assigned as one of your squad leaders. As you observe Cadet Myers lead drill during leadership lab, you notice that she uses the correct commands, proper rhythm, and good voice volume to move her squad, but her commands of execution seem like questions. For example, it sounds like she says, "Forward, MARCH?" Her squad responds correctly, but occasionally they look at her as if to make sure of the command.

What should you explain to her so that her commands don't sound like questions, and so that her squad members face where they should while marching?

- A) Explain voice control, and tell her that if she gives the commands in a louder voice, then her squad will respond better.
- B) Explain distinctiveness and how indistinct commands can cause confusion. Suggest that if she ends her commands of execution with an exclamation mark, her squad will respond correctly.
- C) Explain inflection and that if she increases the volume difference between the preparatory command and the command of execution, then her squad will react accordingly.
- D) Because her squad reacts correctly, don't say anything because it seems to work for her.

155. (U2C2L2:Q3) You were a squad leader in your JROTC class at your old school. You transferred and there are not squad leader positions in your new school, but you were assigned to a squad. During drill in leadership lab, you notice that you are a lot better at giving drill commands than your squad leader.

What's the most appropriate thing to do?

- A) Tell your platoon leader that you should be squad leader because you can lead drill better than your current squad leader.

B) When you get a chance, show your platoon leader and squad members that you are better at leading drill so that they want you to be the squad leader.

C) Help your squad leader out when you can, and demonstrate your proficiency when given the opportunity.

D) Ask your platoon leader to make you squad leader so that you can teach your current squad leader how to lead drill.

156. (U2C2L2:Q4) Cadet Richards always seems to complain about having a sore throat. During drill practice, you can hear him lead his squad from all the way across the parade field. He enunciates well and his inflection is correct, but sometimes his voice is so loud, that your squad reacts to his commands. What should you tell him about his command voice?

A) Tell him that you are impressed with the volume and projection of his voice, and that he is loud enough to lead a battalion.

B) Commend him that people can always identify his squad when they perform drill and ceremonies because his sore throat makes his voice scratchy and distinct.

C) Don't tell him anything because he'll figure out that he's too loud when he loses his voice.

D) Tell him that commands need only to be loud enough for his unit to hear and if he practices proper voice control, then his sore throat may go away.

157. (U2C2L2:V1) Choose the word that best matches the definition below.

"Having no concern for self; unselfish."

A) selfless

B) cadence

C) tone

D) interval

158. (U2C2L2:V10) Choose the word that best matches the definition below.

"An immediate, sharp, precise response to a drill command."

A) command of execution

B) snap

C) rhythmic

D) tone

159. (U2C2L2:V11) Choose the word that best matches the definition below.

"Regular or orderly repetition of sounds or movements; steady; recurring with measured regularity."

- A) cadence
- B) preparatory command
- C) selfless
- D) rhythmic

160. (U2C2L2:V2) Choose the word that best matches the definition below.

"The part of a drill command that states the movement to be carried out and mentally prepares personnel for its execution."

- A) supplementary command
- B) inflection
- C) column
- D) preparatory command

161. (U2C2L2:V3) Choose the word that best matches the definition below.

"An oral order given by a subordinate leader that reinforces and complements a higher order to ensure proper understanding and execution of a movement."

- A) command of execution
- B) selfless
- C) supplementary command
- D) snap

162. (U2C2L2:V4) Choose the word that best matches the definition below.

"The part of a drill command that tells when the movement is to be executed (carried out)."

- A) command of execution
- B) rhythmic
- C) preparatory command
- D) interval

163. (U2C2L2:V5) Choose the word that best matches the definition below.

"The lateral space between personnel in a formation, measured from right to left with close, double, or normal spacing."

- A) column
- B) interval
- C) cadence
- D) supplementary command

164. (U2C2L2:V6) Choose the word that best matches the definition below.

"A formation in which people or elements are arranged one behind the other."

- A) inflection
- B) preparatory command
- C) column
- D) snap

165. (U2C2L2:V7) Choose the word that best matches the definition below.

"The rise and fall in the pitch and the tone changes of the voice."

- A) command of execution
- B) selfless
- C) tone
- D) inflection

166. (U2C2L2:V8) Choose the word that best matches the definition below.

"A sound of distinct pitch, loudness, vibration, quality, and/or duration; the particular or relative pitch of a word or a phrase."

- A) tone
- B) rhythmic
- C) inflection
- D) snap

167. (U2C2L2:V9) Choose the word that best matches the definition below.

"The uniform rhythm in which a movement is executed, or the number of steps or counts per

minute at which a movement is executed."

- A) column
- B) supplementary command
- C) cadence
- D) interval

168. (U2C2L3:F1) Do you agree or disagree with the statement made to Mark by the senior Cadet, "You can't inspire respect if you don't have any for yourself."

- A) Agree
- B) Disagree

169. (U2C2L3:G1) Where should a drill leader position him or herself to teach a team a new drill movement?

- A) Behind the team so members can hear commands.
- B) Beside the team so the leader can monitor the team.
- C) Centered in front of the team so team members can see and follow the leader's example
- D) Within the ranks on the front row so the leaders can both participate and lead the members.

170. (U2C2L3:G2) T or F: During drill, it is preferable to wait for a private moment to correct individuals who are not performing the drill correctly.

- A) True
- B) False

171. (U2C2L3:G3) T or F: Mistakes in drill should be corrected immediately on the field.

- A) True
- B) False

172. (U2C2L3:Q1) Annie is a new squad leader. Her performance on the drill team helped her get promoted before some of her friends, some of whom are now in her squad. She was a little nervous on her first day of instructing drill. When one of her friends made a mistake in one of the new movements, she verbally disciplined her in front of the squad. Annie believes that she had to demonstrate her new authority, so she feels like she did the right thing.

What should she have done?

- A) She shouldn't have disciplined one of her friends.
- B) She should have disciplined her subordinate in private.
- C) She should have made an on-the-spot correction, then continued to train her squad.
- D) Since she was a new squad leader, she was right to demonstrate her new authority to the squad.

173. (U2C2L3:Q2) Read the following paragraph, then select the answer that would make the paragraph most correct.

The recommended steps for instructing drill are:

- 1) Explain and demonstrate each new drill movement;
- 2) have your team members practice it;
- 3) have your team members execute it;
- 4) observe each team member to make sure they execute it correctly;
- 5) provide individual instruction to those who need it; and
- 6) use appropriate discipline to correct mistakes.

- A) Change step 5) to read: "make on-the-spot corrections as necessary"
- B) Insert "make on-the-spot corrections as necessary" after step 4) and before step 5)
- C) Exchange steps 5) and 6)
- D) Remove step 6)

174. (U2C2L3:Q3) You and your fellow squad leaders can't find a time during the week when you can help each other prepare for drill, so you use the first five minutes of leadership lab to observe each other executing drill movements so you better know what to look for during drill practice. Is this a good or bad idea? Why? Select the best answer below.

- A) Bad idea; Drill periods are short, so you should spend all of that time teaching.
- B) Bad idea; it makes you look like you aren't prepared for leadership lab.
- C) Good idea; the short practice session will help you spot incorrect movements by your squad members, and it may save you time later because you won't have to correct mistakes that you missed.
- D) Good idea; it gives you additional time to figure out appropriate discipline for incorrect movements by your squad members.

175. (U2C2L3:V1) What is the definition of the term "command of execution"?

- A) a part of a drill command that tells when the movement is to be carried out.
- B) a properly given command said in a tone that is understood by everyone.
- C) a series of steps followed in a regular, definite order.
- D) the act or process of making something ready for use or service.

176. (U2C2L3:V2) What is the definition of the term "preparation"?

- A) a part of a drill command that tells when the movement is to be carried out.
- B) a properly given command said in a tone that is understood by everyone.
- C) a series of steps followed in a regular, definite order.
- D) the act or process of making something ready for use or service.

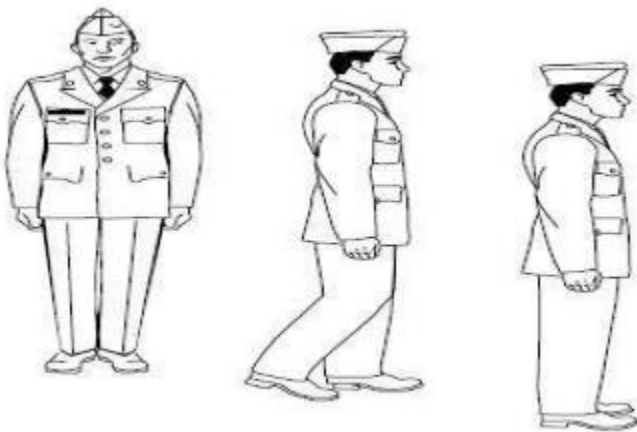
177. (U2C2L3:V3) What is the definition of the term "command voice"?

- A) a part of a drill command that tells when the movement is to be carried out.
- B) a properly given command said in a tone that is understood by everyone.
- C) a series of steps followed in a regular, definite order.
- D) the act or process of making something ready for use or service.

178. (U2C2L3:V4) What is the definition of the term "procedure"?

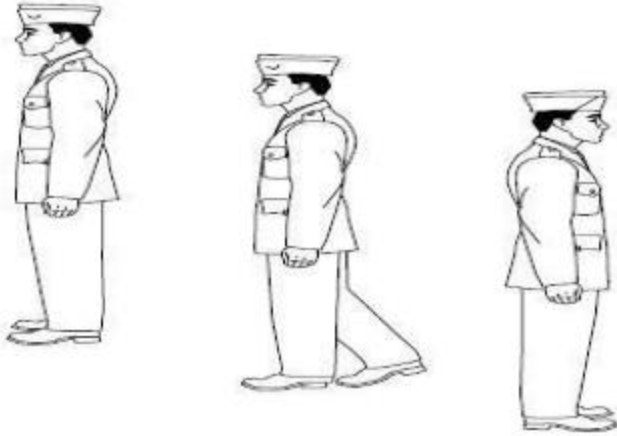
- A) a part of a drill command that tells when the movement is to be carried out.
- B) a properly given command said in a tone that is understood by everyone.
- C) a series of steps followed in a regular, definite order.
- D) the act or process of making something ready for use or service.

179. (U2C2L4:F1) Which command is being executed in this picture?



- A) Right Face
- B) Parade Rest
- C) Left Face
- D) About Face

180. (U2C2L4:F2) Which command is being executed in this picture?



- A) Right Face
- B) Parade Rest
- C) Left Face
- D) About Face

181. (U2C2L4:Q1) Major General Winslow spoke to your JROTC class yesterday about the importance of staying physically fit. You were motivated enough to get up early this morning and go for a run. About halfway through your run you see MG Winslow who is also out for a run. What should you do when you cross paths?

- A) Salute as you are passing and continue your run.
- B) Slow to a quick-time and salute, and then continue your run.
- C) Say "Good morning" and continue your run.
- D) Stop, stand off to the side, and salute as the MG Winslow passes, then continue your run.

182. (U2C2L4:Q2) You are practicing drill with your squad one afternoon. You put your squad at "rest" and are discussing suggestions for improving one of the movements in squad drill. Just then, a Major from your local National Guard unit walks by your squad. What should you do?

- A) Call the squad to attention and order them to "present, ARMS."
- B) Salute the Major as you continue your discussion.
- C) Continue to do what you were doing.
- D) Call your squad to attention, but only you salute the Major.

183. (U2C2L4:Q3) Your platoon is marching in a parade. While waiting for the parade to begin, you find out that it will be starting 30 minutes late. Your platoon is at the position of attention, but because of the wait, you want them to relax and talk for a while. Which commands do you give them?

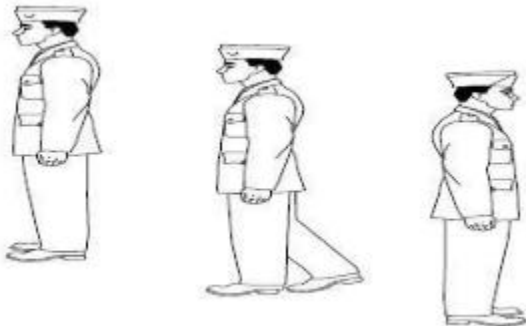
- A) "Parade, Rest"
- B) "Parade, Rest" and "At ease"
- C) "Parade, Rest," and "Rest"
- D) "Rest"

184. (U2C2L4:Q4) You arrived a couple minutes late to drill practice. When you walked in, you heard your team leader give the command of execution "Face." The squad responded by raising their left heels and right toes and turned 90 degrees. What was the preparatory command, and which way did they turn?

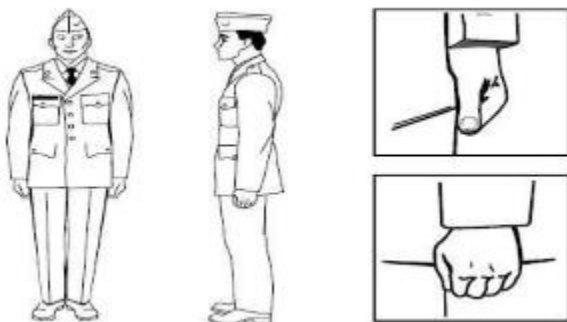
- A) "Right" and to the right.
- B) "Left" and to the left.
- C) "About" and to the rear.

185. (U2C2L4:V1) Parade Rest

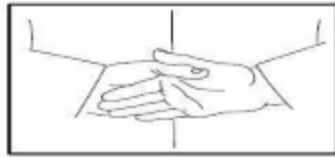
A)



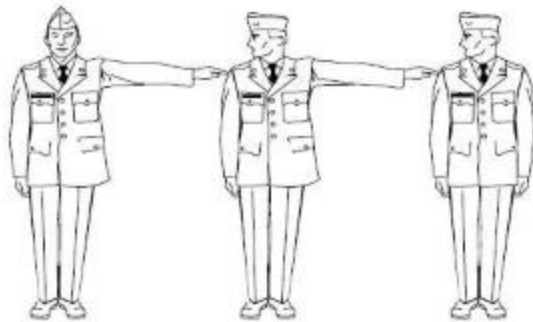
B)



C)

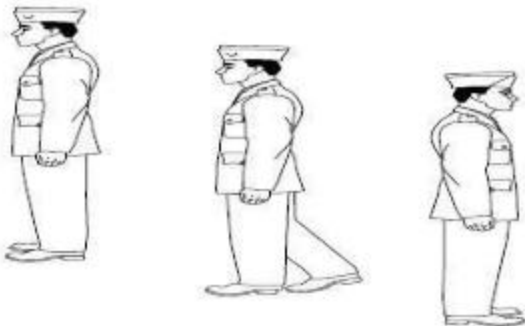


D)

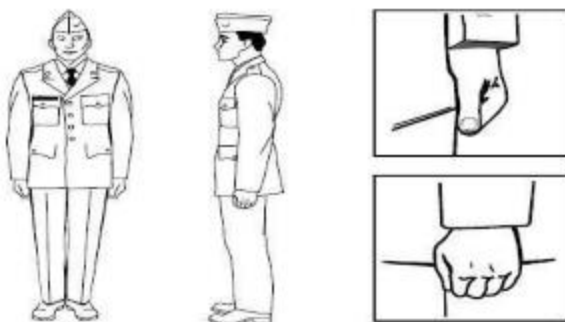


186. (U2C2L4:V2) Attention

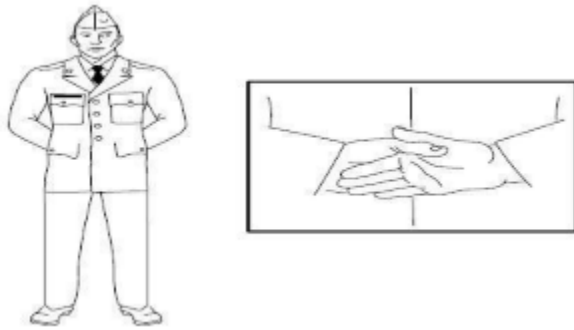
A)



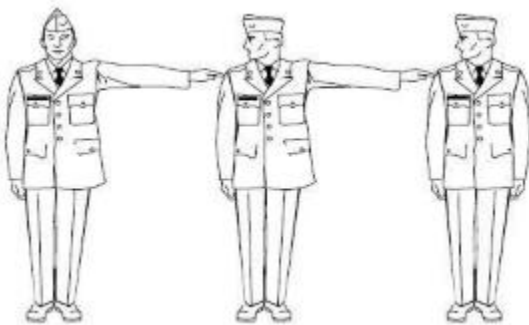
B)



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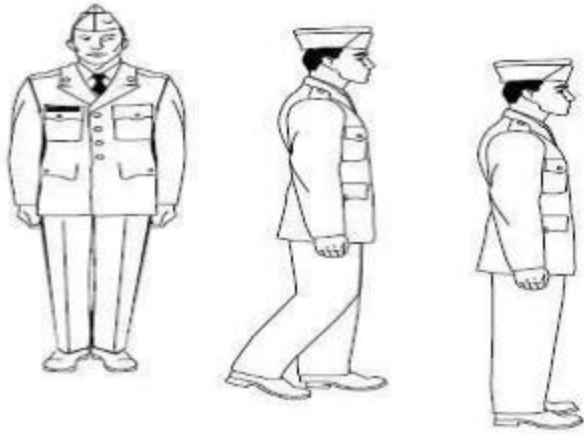
187. (U2C2L4:V3) Choose the word that best matches the definition below.

"Command to relax the body while remaining silent in place and not assuming any particular position."

- A) Attention
- B) At Ease
- C) Parade Rest
- D) Rest

188. (U2C2L4:V4) Facing: Pivoting movement executed while stationery to orient the body left, right, or opposite current position.

What type of face is shown in the picture?



- A) Opposite Face
- B) Left Face
- C) About Face
- D) Right Face

189. (U2C2L4:V5) Choose the word that best matches the definition below.

"A position where you remain standing with your right foot in place; in certain situations, you may move or talk in this position unless otherwise directed."

- A) Salute
- B) Rest
- C) At Ease
- D) Attention

190. (U2C2L4:V6) Is this salute being properly executed?



- A) Yes
- B) No

191. (U2C2L5:F1) All marching movements executed from the "halt" are initiated from the "position of _____".

- A) quick time
- B) attention
- C) rest
- D) parade rest

192. (U2C2L5:F2) To march with a 15-inch step from the halt, the command is "_____, _____."

- A) half step, halt
- B) forward, march
- C) half step, march
- D) double time, march

193. (U2C2L5:F3) When at a halt, start all marching movements from the position of attention.

- A) True
- B) False

194. (U2C2L5:Q1) You are leading your platoon in a parade. All of the parade participants are lining up in a field near the beginning of a parade route. When it is your platoon's time to enter the parade, you start marching them towards the start point. Your platoon looks very professional, but you see that you have to cross some uneven ground, and you think it may hurt your formation. What command or commands could you give to help them stay together?

- A) "Half step, march"
- B) "Platoon, Attention"
- C) "Double time, march"
- D) "Platoon, halt" and "Fall in" near the parade start point.

195. (U2C2L5:Q2) When you call cadence while leading your platoon in drill, you keep the beat, or rhythm, by starting each stanza on your left foot. However, today you find that you are doing it on your right foot, but your squad members are correct and starting on their left. What is the most appropriate thing to do in order to synchronize the entire formation?

- A) Halt the formation and start again from the position of attention.
- B) Give the command to "change step, march" so that the rest of your platoon is in step with you.
- C) Just keep marching and keeping the rhythm on your right foot.

D) Change step on your own.

196. (U2C2L5:Q3) When you are instructing new Cadets on drill commands, in what order should you explain the five-step marching process?

A) Preparatory command step; Command of execution step; Additional step; Intermediate step; Execution of movement.

B) Preparatory command step; Additional step; Command of execution step; Intermediate step; Execution of movement.

C) Preparatory command step; Intermediate step; Command of execution step; Additional step; Execution of movement.

D) Preparatory command step; Intermediate step; Execution of movement; Additional step; Command of execution step.

197. (U2C2L5:Q4) A new cadet in your squad asks you the following question: "From the halt (position of attention), which steps begin by moving the right foot?" Which of the following is most correct?

A) "Right, face," "Right step, march," and "Rear, march."

B) "Close interval, march," "Right step, march," and "About, face."

C) "About, face," "Left step, march," and "Route step, march."

D) "Half step, march," "Right step, march," and "Double time, march."

198. (U2C2L5:V1) Choose the word that best matches the definition below.

"A prescribed distance from one heel to the other heel of a marching soldier."

A) double time

B) halt

C) quick time

D) rest

E) steps

199. (U2C2L5:V2) Choose the word that best matches the definition below.

"A command to bring a moving formation to a standstill."

A) double time

B) halt

C) quick time

D) rest

E) steps

200. (U2C2L5:V3) Choose the word that best matches the definition below.

"A relaxed form of march without a set cadence to conserve troops' energy."

- A) double time
- B) halt
- C) quick time
- D) rest
- E) steps

201. (U2C2L5:V4) Choose the word that best matches the definition below.

"Standard marching pace of 120 steps per minute."

- A) double time
- B) halt
- C) quick time
- D) rest
- E) steps

202. (U2C2L5:V5) Choose the word that best matches the definition below.

"Fast marching pace of 180 steps per minute."

- A) double time
- B) halt
- C) quick time
- D) rest
- E) steps

203. (U2C2L6:F1) It is critical to master the techniques of forming a squad and your related responsibilities to be a sharp drill squad.

- A) True
- B) False

204. (U2C2L6:Q1) You are a squad leader. When your squad is formed as part of a larger formation, where should your position be?

- A) Three steps in front of and centered on the squad.
- B) The right flank, or number one (base) position, of the squad.
- C) Three steps to the left and centered on the squad.
- D) The left flank, or number one (base) position, of the squad.

205. (U2C2L6:Q2) You are the first squad leader. When your platoon sergeant forms the platoon in a line, your squad is in front of the rest of the platoon. If your platoon is middle platoon of three platoons, which of the following actions should you take upon forming?

- A) Look to the right and align yourself with the platoon to the right as you lift your left arm.
- B) Look straight ahead as you lift your left arm.
- C) Look to the left to make sure your squad is aligned correctly.
- D) Stand three steps to the left and center of your squad.

206. (U2C2L6:Q3) While marching in your squad, you see that the squad leader will have to change the direction of the squad column to the right by 90 degrees. Which of the following describes how the squad leader should give the command?

- A) On the right foot, "Right flank, march"
- B) On the right foot, "Column half right, march"
- C) On the left foot, "Column right, march"
- D) On the right foot, "Column right, march"

207. (U2C2L6:Q4) You are a team leader, but your squad leader is in a meeting with the platoon sergeant so you are teaching squad drill. Your squad is having difficulty grasping the marching movements to "Form a column of twos, and reforming," so you decide to draw a diagram to help. How should you indicate your position on the diagram?

- A) A circled X
- B) A circled slash
- C) A boxed X
- D) A boxed slash

208. (U2C2L6:V1) What is the definition of the word "line"?

- A) to form up in column
- B) to form up in files, facing forward the width of the formation
- C) to form up line abreast
- D) to form up in ranks, facing forward the length of formation

209. (U2C2L6:V10) What is the definition of the word "pivot"?

- A) patterned arrangement of troops
- B) to form up line abreast

- C) to turn in position
- D) a command for marching in place

210. (U2C2L6:V2) What is the definition of the word "flank"?

- A) the side of the formation, either left or right
- B) to form up in ranks, facing forward the length of formation
- C) to form up line abreast
- D) patterned arrangement of troops

211. (U2C2L6:V3) What is the definition of the word "column"?

- A) to form up line abreast
- B) to form up in ranks, facing forward the length of formation
- C) the side of the formation, either left or right
- D) to form up in files, facing forward the width of the formation

212. (U2C2L6:V4) What is the definition of the word "rank"?

- A) the side of the formation, either left or right
- B) to form up line abreast
- C) two arms' distance between troops in rank formation
- D) to form up in column

213. (U2C2L6:V5) What is the definition of the term "double interval"?

- A) two arms' distance between troops in rank formation
- B) elbow's distance between troops in rank formation
- C) to form up in ranks, facing forward the length of formation
- D) single arm's distance between troops in rank

214. (U2C2L6:V6) What is the definition of the word "file"?

- A) to march in position
- B) to turn in position
- C) the side of the formation, either left or right
- D) to form up in column

215. (U2C2L6:V7) What is the definition of the term "close interval"?

- A) two arms' distance between troops in rank formation
- B) single arm's distance between troops in rank
- C) elbow's distance between troops in rank formation
- D) to turn in position

216. (U2C2L6:V8) What is the definition of the word "formation"?

- A) patterned arrangement of troops
- B) a command for marching in place
- C) to form up line abreast
- D) to turn in position

217. (U2C2L6:V9) What is the definition of the term "normal interval"?

- A) patterned arrangement of troops
- B) single arm's distance between troops in rank
- C) elbow's distance between troops in rank formation
- D) two arms' distance between troops in rank formation

218. (U2C3L1:F1) Which statement best identifies how you feel about being a leader.

- A) It is my greatest aspiration to be the best I can be at guiding and influencing others to accomplish tasks.
- B) I am interested in developing my ability to guide and influence others to accomplish tasks.
- C) I am not sure how I feel about wanting to guide and influence others to accomplish tasks.
- D) I am really not interested in taking on a leadership role while working with others to accomplish tasks.

219. (U2C3L1:Q1) You are a squad leader. Your instructor told you that he was very impressed when you took time to help a team leader with a project, even though it made you have to work late to complete work that was due the next day. Which leadership value is he recognizing you for?

- A) Duty
- B) Honor
- C) Loyalty
- D) Selfless Service

220. (U2C3L1:Q2) While conducting a self assessment, you listed what you thought were your best leadership characteristics. You thought that you had good self-confidence, self-control, and that you worked well in pressure situations. Which two attributes do you think are your strongest?

- A) Interpersonal and Conceptual
- B) Emotional and Physical

- C) Mental and Emotional
- D) Physical and Mental

221. (U2C3L1:Q3) Some senior Cadets gave you feedback about your leadership skills. They said that you always had great ideas, you were great at problem-solving, and that you always got the job done, even though a lot of times you do things on your own instead of letting your subordinates take charge and do them. What skills do you need to improve?

- A) Conceptual skills
- B) Influencing skills
- C) Interpersonal skills
- D) Technical skills

222. (U2C3L1:Q4) During a counseling session, you told your team leader that she always showed good judgment, took care of subordinates, mentored junior leaders, and met mission standards. What strong leadership dimensions are you recognizing?

- A) Communicating, assessing, and building
- B) Decision making, developing, and executing
- C) Motivating, planning, and learning

223. (U2C3L1:V1) Choose the phrase that best matches the definition below.

"Capacity for sound judgment, problem-solving, critical/creative thinking, and moral reasoning."

- A) interceptual skills
- B) conceptual skills
- C) interpersonal skills
- D) technical skills

224. (U2C3L1:V2) Choose the phrase that best matches the definition below.

"To pass judgment or assign value."

- A) assessing
- B) executing
- C) personal
- D) technicality

225. (U2C3L1:V3) Choose the phrase that best matches the definition below.

"Understanding and ability needed to perform assigned tasks."

- A) interceptual skills
- B) conceptual skills
- C) interpersonal skills
- D) technical skills

226. (U2C3L1:V4) Choose the phrase that best matches the definition below.

"To carry out or put into effect; to do what is required."

- A) assessing
- B) executing
- C) personal
- D) technicality

227. (U2C3L1:V5) Choose the phrase that best matches the definition below.

"Ability to work with and positively relate to other people."

- A) interceptual skills
- B) conceptual skills
- C) interpersonal skills
- D) technical skills

228. (U2C3L2:F1) While always considering the capabilities of your squad, you use the SMART Goal strategy to develop squad goals. What is the correct description for SMART Goals?

- A) specific, measurable, attainable, relatable, task-oriented
- B) specific, measurable, attainable, realistic, tangible
- C) scheduled, measurable, assured, realistic, tangible

229. (U2C3L2:Q1) After two weeks of executing your plan to improve your physical fitness, you reviewed the fair but difficult goals that you set and saw that you were well on your way to reaching them. How should this self-generated feedback make you feel?

- A) You feel like you accomplished something
- B) You feel motivated to reach the goal

- C) You feel that you need to re-evaluate and set new goals
- D) You feel that you need something more challenging

230. (U2C3L2:Q2) Every three months, Cadet Pearson met his goal of improving his 2-mile run time. Cadet Stevens said, "Why don't you just set one goal of your absolute best possible time and try to reach it, instead of having to change your goal every quarter?" What should Cadet Pearson say to help Cadet Stevens better understand goal-setting?

- A) "Because each time I improve, I accomplish a goal and can re-evaluate and then re-set another goal."
- B) "Because I wouldn't ever reach that goal."
- C) "Because it would take me three years to reach that goal."
- D) "That's a good idea. I'll do it."

231. (U2C3L2:Q3) Brian is a squad leader. He set a physical fitness goal for the squad to average 80% on the physical fitness test. He made a step-by-step plan to prepare the squad, and will check off each step as they perform it. What did Brian most likely NOT think of while he was making his plan?

- A) That it may have too many steps
- B) That the goal is unattainable
- C) That the plan lacks a motivation element
- D) That there isn't a way to monitor progress

232. (U2C3L2:Q4) While always considering the capabilities of your squad, you use the same strategy to develop squad goals. What is the correct order of that strategy?

- A) Establish conditions, identify the tasks, prioritize, and write them down.
- B) Identify the tasks, prioritize, establish conditions, and write them down.
- C) Prioritize, establish conditions, identify the tasks, and write them down.

233. (U2C3L2:V1)

Choose the antonym for the word below.

goals

- A) intentions
- B) objectives
- C) purpose-less
- D) direction

234. (U2C3L2:V2)

Choose the antonym for the word below.

priority

- A) precedence
- B) last
- C) importance
- D) urgent

235. (U2C3L2:V3)

Choose the antonym for the word below.

tangible

- A) factual
- B) discernible
- C) obvious
- D) abstract

236. (U2C4L1:F1) Do you think your behavior in a group changes based on whether a male or female is leading the group?

- A) Yes
- B) No

237. (U2C4L1:G1) What is "synergy"?

- A) When you and your team members cooperate together and achieve better results than you could get working individually
- B) Conspiring together for negative or sinful purposes
- C) The effect of working by yourself to your fullest potential
- D) A neuron spike that regulates transmission of stimuli to the brain

238. (U2C4L1:G11) What is a "culture?"

- A) The total of the learned behaviors of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation
- B) A petri dish for growing germs
- C) An innate ability to speak a particular language
- D) A demographic status determined by the color of one's skin

239. (U2C4L1:G12) What are three learned behaviors that are considered cultural in nature?

- A) Slang, jargon, and doublespeak
- B) Spoken language, body language, facial expressions, and color consciousness
- C) Belching, sneezing, and sweating
- D) Learned helplessness, eating styles, and arguing

240. (U2C4L1:G13) Skin color is genetic while _____ is learned.

- A) Race
- B) A stereotype
- C) Culture
- D) All behavior

241. (U2C4L1:G14) What is discrimination?

- A) Actions or practices carried out by members of dominant groups, or their representatives, that have a differential or harmful impact on members of subordinate groups
- B) The act of overcoming prejudice by learning facts and applying sound reasoning practices
- C) Power that relies on force or threats as a form of control
- D) None of the above

242. (U2C4L1:G15) T or F: One way to overcome prejudice is by learning the facts and applying sound reasoning processes.

- A) True
- B) False

243. (U2C4L1:G16) _____ treatment of others is treatment that is absent prejudice and that treats or affects all equally.

- A) Biased
- B) Impartial
- C) Partial
- D) Unfair

244. (U2C4L1:G17) Which two examples of inclusionary language help combat prejudice and discrimination?

- A) "They" and "them"
- B) "Those others"
- C) Use "we" and "us" rather than "they", "he", or "she"

D) "Other people"

245. (U2C4L1:G2) A _____ is a racial, religious, or ethnic group different from the dominant group.

- A) Majority
- B) Caucus
- C) Minority
- D) Citizen Action Group

246. (U2C4L1:G3) T or F: Values affect daily interactions of individuals, and a good leader must understand his or her own values in order to understand others.

- A) True
- B) False

247. (U2C4L1:G4) T or F: The most important single factor affecting people's communication with others is their self-concept - how they see themselves and their situations.

- A) True
- B) False

248. (U2C4L1:G5) _____ is how one sees one's self and one's situation in life.

- A) Self denial
- B) Self respect
- C) Self concept
- D) Stress

249. (U2C4L1:G6) A Cadet you know brags about his ability to run long distances. He is also a very private person who gets very defensive if you ask about decisions he has made. This Cadet probably has a _____.

- A) positive self image
- B) negative self image

250. (U2C4L1:G7) T or F: All prejudices are negative.

- A) True
- B) False

251. (U2C4L1:Q1) Study the information and select the option (A-D) that indicates the type of negative behavior in a diverse society.

Negative Aspects of Diversity:

- X. An employer shows a preference for hiring people of a specific race or nationality.
- Y. A man thinks that people from different cultures all behave the same.
- Z. A Cadet notices that some ethnic groups in her class rarely get promotions or recognition for outstanding performance, and they don't participate as much.

A) X = Discrimination

Y = Prejudice

Z = Status; Consciousness

B) X = Discrimination

Y = Stereotyping

Z = Racial Tension

C) X = Prejudice

Y = Stereotyping

Z = Racial Tension

D) X = Stereotyping

Y = Status; Consciousness

Z = Prejudice

252. (U2C4L1:Q2) Read carefully the following paragraph and select the correct option (A-D).

There are three ways that you can personally create change to help make race relations more positive. One is dialogue, which is when you present and exchange information about race relations. Another is confrontation, where you use feedback and active listening to talk about differences in a non-threatening way. The last is negotiation, where you challenge racist remarks and actions, and try to inform others of the facts.

A) Replace "negotiation" with "education"

B) Replace "non-threatening" with "aggressive"

C) Replace "inform" with "lecture"

D) Replace "challenge" with "sanction"

253. (U2C4L1:Q3) As a leader, you are responsible for race relations in your unit. You have to address discrimination and prejudice before they become problems.

Of the following strategies, which one is not a good idea for creating a climate of acceptance and fairness in your unit?

- A) Give fair and impartial treatment to all.
- B) Know everything that you can about your subordinates values and attitudes.
- C) Take immediate action when notice warning signs about unrest.
- D) Provide minorities with added incentives to succeed.

254. (U2C4L1:Q4) Your self-image and self-concept lets you know how you feel about yourself, and it helps you understand how you are perceived by others. As a leader, a strong self-image/concept will help you relate to others. Self-concept is the picture you have of yourself through your own thoughts, development, perceptions, and feelings. Study the table and select the option (A-D) that correctly identifies the factors of self-image and self-concept.

Self Concept and Self Image:

- X. The interpretation and the amount of "emotional charge" attributed to past events and present situations.
- Y. The positive or negative, good or bad, indifference or intensity, of emotions or interpretation of oneself.
- Z. The way you feel about yourself, which has a direct relationship to your upbringing; it includes values and attributes.

A) X = Development
Y = Perception
Z = Thoughts

B) X = Feelings
Y = Thoughts
Z = Development

C) X = Perception
Y = Feelings
Z = Development

D) X = Thoughts
Y = Development
Z = Perception

255. (U2C4L1:V1) Choose the word that best completes the sentence below.

_____ is when you and your team members cooperate together and create better results than they could get working alone.

- A) Discrimination
- B) Stereotyping
- C) Synergy
- D) Inclusionary

256. (U2C4L1:V2) Choose the word that best completes the sentence below.

People come from all walks of life, different geographical areas, and numerous racial and _____ backgrounds.

- A) ethnic
- B) inclusionary
- C) stereotype
- D) impartial

257. (U2C4L1:V3) Choose the word that best completes the sentence below.

Although the Army completed its desegregation in the 1950s, the assignment of whites and members of _____ groups to the same units did not ensure total equity, racial harmony, or a fully integrated Army."

- A) stereotype
- B) inclusionary
- C) impartial
- D) minority

258. (U2C4L1:V4) Choose the word that best completes the sentence below.

It is generally agreed that a racial prejudice is a negative attitude toward a racial or ethnic group that is maintained through _____.

- A) culture
- B) discrimination
- C) stereotypes

D) synergy

259. (U2C4L1:V5) Choose the word that best completes the sentence below.

A _____ is the total of the learned behaviors of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.

- A) stereotype
- B) minority
- C) synergy
- D) culture

260. (U2C4L1:V6) Choose the word that best completes the sentence below.

_____ is defined as the actions or practices carried out by members of dominant groups, or their representatives, that have a differential and harmful impact on members of subordinate groups.

- A) Impartial
- B) Discrimination
- C) Culture
- D) Inclusionary

261. (U2C4L1:V7) Choose the word that best completes the sentence below.

Give fair and _____ treatment to all.

- A) discrimination
- B) synergy
- C) impartial
- D) ethnic

262. (U2C4L1:V8) Choose the word that best completes the sentence below.

Use _____ language like terms such as "we" and "us" instead of "they," "she," or "he."

- A) culture
- B) ethnic
- C) synergy
- D) inclusionary

263. (U2C4L2:F1) Mentoring and developmental counseling are important skills a leader must have to help subordinates. This skill set includes:

- A) Giving orders
- B) Active listening
- C) Conducting psychoanalysis
- D) Developing a friendship

264. (U2C4L2:G1) Define "active listening."

- A) Having good hygiene to remove ear-wax buildup so that you are better able to listen to others when they speak.
- B) Interrupting other speakers to show your engagement in a topic of discussion.
- C) Listening with your eyes and ears and focusing completely on the communicator's eyes, facial expressions, and gestures.
- D) Listening closely while you are walking or moving.

265. (U2C4L2:G10) Leaders who do what is right legally and morally, show good moral judgment and behavior, and put being right ahead of being popular are modeling the value of _____.

- A) Respect
- B) Selfless service
- C) Integrity
- D) Honor

266. (U2C4L2:G11) Leaders who show physical and moral bravery, take responsibility for decision and actions, and accept responsibility for mistakes show the value of _____.

- A) Personal Courage
- B) Integrity
- C) Selfless Service
- D) Respect

267. (U2C4L2:G12) Leaders who readily interact with others to coach, teach, counsel, motivate, and empower others are demonstrating _____ skills.

- A) Communication
- B) Interpersonal
- C) Negotiating
- D) Personal Courage

268. (U2C4L2:G13) Leaders who anticipate requirements and contingencies and improvise within the commander's intent demonstrate _____ skills.

- A) Conceptual
- B) Cooperative
- C) Communications
- D) Complex thinking

269. (U2C4L2:G14) Leaders who develop the expertise necessary to accomplish tasks and who know the drills that support an organization's mission demonstrate _____ skills.

- A) Interpersonal
- B) Conceptual
- C) Mastery
- D) Technical

270. (U2C4L2:G15) Leaders who combine skill with people, ideas, and things to accomplish short term missions demonstrate _____ skills.

- A) Influencing
- B) Intrapersonal
- C) Special
- D) Tactical

271. (U2C4L2:G16) A leader who uses _____ actions encourages others to express candid opinions, shares information with subordinates, and mediates peer conflicts and disagreements.

- A) After communication
- B) Tactical
- C) Special
- D) Influencing

272. (U2C4L2:G17) Leaders who assess effectively use AARs to identify lessons learned. What are AARs?

- A) After Action Response
- B) Army Action Review
- C) After Action Reviews
- D) Account and Activity Review

273. (U2C4L2:G18) _____ reviews are a means to focus leadership growth.

- A) Peer
- B) Commander
- C) Leadership development

D) Subordinate

274. (U2C4L2:G19) _____ counseling is subordinate-centered communication that produces a plan outlining actions that subordinates must take to meet individual and organizational goals.

- A) Developmental
- B) Subordinate
- C) Leadership
- D) Delegating

275. (U2C4L2:G2) What are the five techniques that help improve listening skills?

- A) Sitting up straight, breathing deeply, leaning forward, nodding, and interrupting.
- B) Crossing your arms, looking at the floor, saying nothing, asking nothing, yawning, and being patient.
- C) Maintain an open body position, maintain eye contact, repeat back and clarify what has been said, check out the meaning of what you have heard, and ask many questions.
- D) Respecting others, maintaining equality, inventing confidences, sharing stories about yourself, and speaking softly.

276. (U2C4L2:G20) T or F: Effective counselors talk more than they listen.

- A) True
- B) False

277. (U2C4L2:G21) Leaders effectively _____ when they seek self-improvement in weak areas; envision, adapt, and lead change; ask incisive questions; envision ways to improve; and take time off to grow and recreate.

- A) Observe
- B) Learn
- C) Serve
- D) Delegate

278. (U2C4L2:G22) T or F: Mutual respect in leader-subordinate relationships improves the chances of changing (or maintaining) behavior and achieving goals.

- A) True
- B) False

279. (U2C4L2:G24) What are the five activities of active listening?

- A) Concentrating by closing one's eyes, having relaxed body posture, nodding

encouragement, natural or relaxed facial expression, refraining from interrupting.

B) Maintaining eye contact, maintaining an attentive or rigidly respectful body posture, nodding encouragement, natural or relaxed facial expression, refraining from interrupting.

C) Maintaining eye contact, interrupting to show engagement and enthusiasm on the topic, nodding encouragement, natural or relaxed facial expression, refraining from interrupting.

D) Maintaining eye contact, having relaxed body posture, nodding encouragement, natural or relaxed facial expression, refraining from interrupting.

280. (U2C4L2:G25) T or F: A good leader can help every person in every situation.

A) True

B) False

281. (U2C4L2:G26) Name the two major categories of counseling.

A) Career and grief

B) Grief and marriage

C) Marriage and divorce

D) Event-oriented and performance/professional growth

282. (U2C4L2:G27) Counseling that helps a subordinate through a tragic event such as the death of a loved one is called _____.

A) Grief counseling

B) Crisis counseling

C) Tragedy counseling

D) Emergency counseling

283. (U2C4L2:G28) What is "negotiation?"

A) To respond negatively; to say "no" to a proposal.

B) The process of using an arbitrator to settle a dispute.

C) Debating with one's self the pros and cons of a decision to come to a logical choice.

D) The act or process of conferring with another so as to arrive at a settlement or agreement on some matter.

284. (U2C4L2:G3) Define "Personal Courage."

A) Standing up for one's peers when they are in trouble.

B) The ability to withstand public criticism.

C) Steadfastness, or adhering to a particular course of action.

D) The strength to stand up for one's beliefs.

285. (U2C4L2:G4) What are the three areas of skills a leader must know?

- A) Skills with people, technical job skills, and computer skills.
- B) Conceptual skills (skills with ideas); Interpersonal skills (skills with people); and Technical skills (job skills).
- C) Conceptual skills, interpersonal skills, and business management skills.
- D) Communication skills, technical skills, skills in drill and ceremony.

286. (U2C4L2:G5) Leaders who are faithful to the Constitution, the Army, and the organization and who work within the system without manipulating it for personal gain exhibit the value of _____.

- A) Loyalty
- B) Duty
- C) Responsibility
- D) Honor

287. (U2C4L2:G6) Leaders who fulfill obligations and carry out mission requirements exhibit the value of _____.

- A) Honor
- B) Duty
- C) Integrity
- D) Loyalty

288. (U2C4L2:G7) Leaders who create a climate of fairness and are discrete when correcting or questioning others exhibit the value of _____.

- A) Duty
- B) Respect
- C) Loyalty
- D) Honesty

289. (U2C4L2:G8) Leaders who put the welfare of their subordinates before their own and share subordinates' hardships demonstrate the value of _____.

- A) Integrity
- B) Valor
- C) Hardiness
- D) Selfless Service

290. (U2C4L2:G9) Leaders who do not lie, cheat, or steal or tolerate those who do demonstrate the value of _____.

- A) Honor
- B) Integrity
- C) Responsibility
- D) Duty

291. (U2C4L2:Q1) Study the information and select the option (A-D) that indicates the type of counseling conducted.

Types of Counseling:

X. "Before this becomes a problem again, I want you to attend a budgeting class at the local community center."

Y. "Your squad leader is Sergeant Timlin. She will inform you of your duties. We like to work hard here and spend as much time as possible with our families."

Z. "Since you have engaged in serious misconduct on several occasions, the Commander and First Sergeant need to counsel you on the possibility of you being kicked out of the unit."

A) X = Referral

Y = Reception and Integration

Z = Adverse Separation

B) X = Professional growth

Y = Reception and Integration

Z = Crisis

C) X = Referral

Y = Promotion

Z = Performance

D) X = Crisis

Y = Performance

Z = Promotion

292. (U2C4L2:Q2) Read the portion of the counseling session, and indicate the type counseling being conducted.

Types of Counseling:

Counselor: "So what you're saying is that your goal is to be a better Soldier and to help make the squad stronger."

Counseled Soldier: "Yes, Sir."

Counselor: "What is your plan of action to reach that goal?"

Counseled Soldier: "I'm going to try to improve my land navigation and marksmanship skills, and I'm going to try to relate to my squad mates better."

Counselor: "It sounds like your plan supports that goal. Tell me what you plan to do to improve yourself in other areas, outside of combat skills."

- A) Referral
- B) Directive
- C) Crisis
- D) Non-Directive

293. (U2C4L2:Q3) Read carefully the following paragraph and select the correct option (A-D).

Leaders use several techniques to counsel subordinates to improve their performance. Suggesting alternatives allows the subordinate to choose one of several courses of action. Advising lets the leader suggest a course of action, but the subordinate makes the final decision. Recommending tells the subordinate the best course of action, and is the strongest form of influence not involving a command.

- A) Replace "recommending" with "commanding"
- B) Replace "Suggesting alternatives" with "persuading"
- C) Switch "Advising" and "Recommending"
- D) Switch "Suggesting Alternatives" with "Advising"

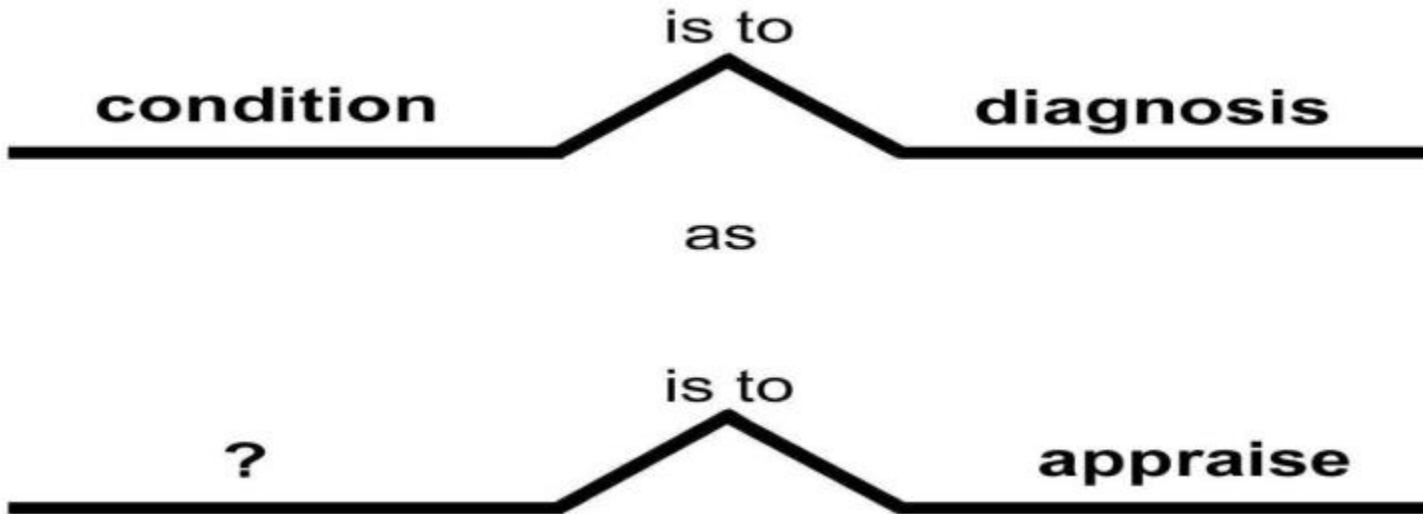
294. (U2C4L2:Q4) You are going to conduct a performance counseling session with one of your junior Cadets. You have set up a time and informed the Cadet, and you believe you are prepared. You reminded yourself to practice good active listening techniques, but in the middle of the counseling session, you realized you weren't listening actively.

Which of the following did you most likely find yourself doing?

- A) You let your subordinate do most of the talking.

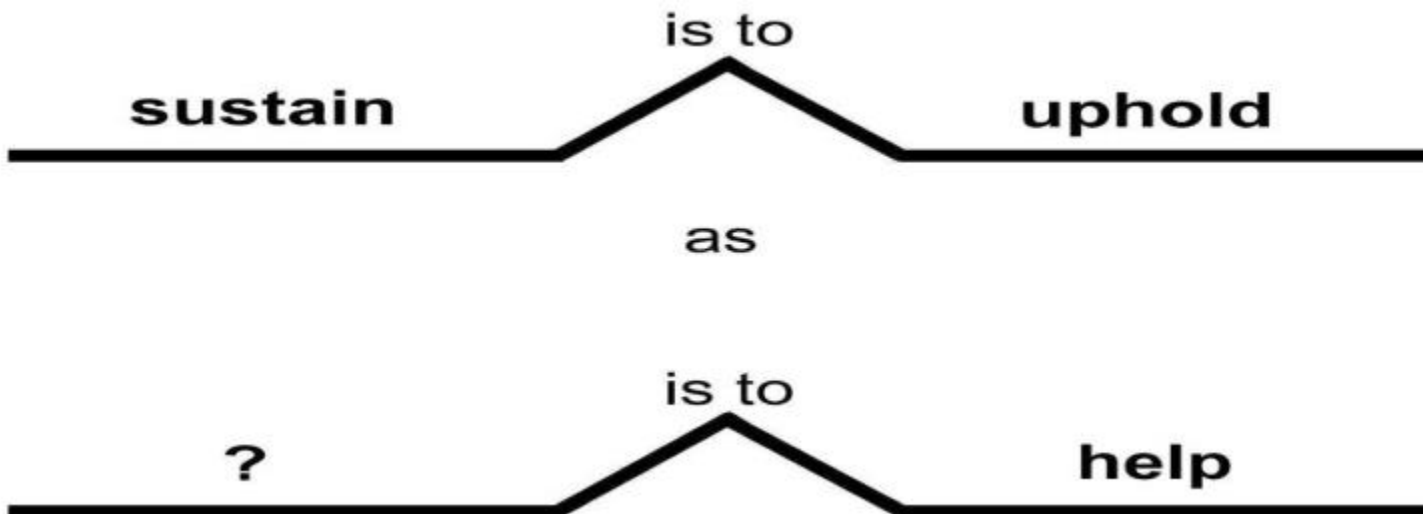
- B) You wrote down everything the subordinate said as she said it.
- C) You were relaxed and comfortable and put your subordinate at ease.
- D) You kept your facial expressions natural and relaxed.

295. (U2C4L2:V1) What word completes this analogy?



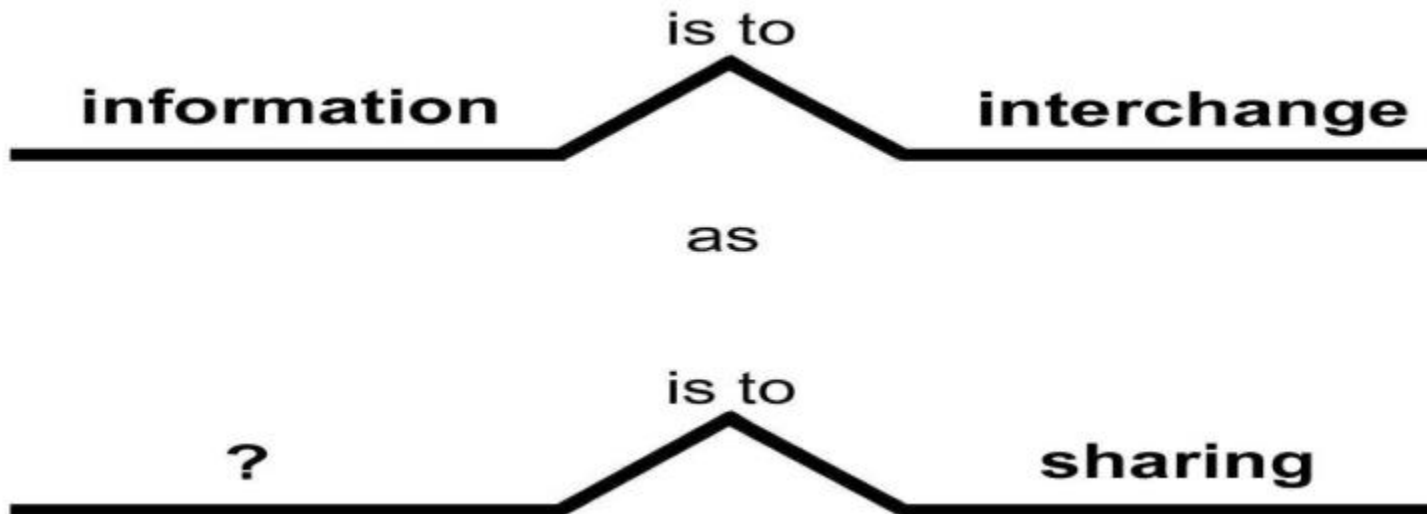
- A) evaluation
- B) development
- C) flexibility
- D) support

296. (U2C4L2:V2) What word completes this analogy?



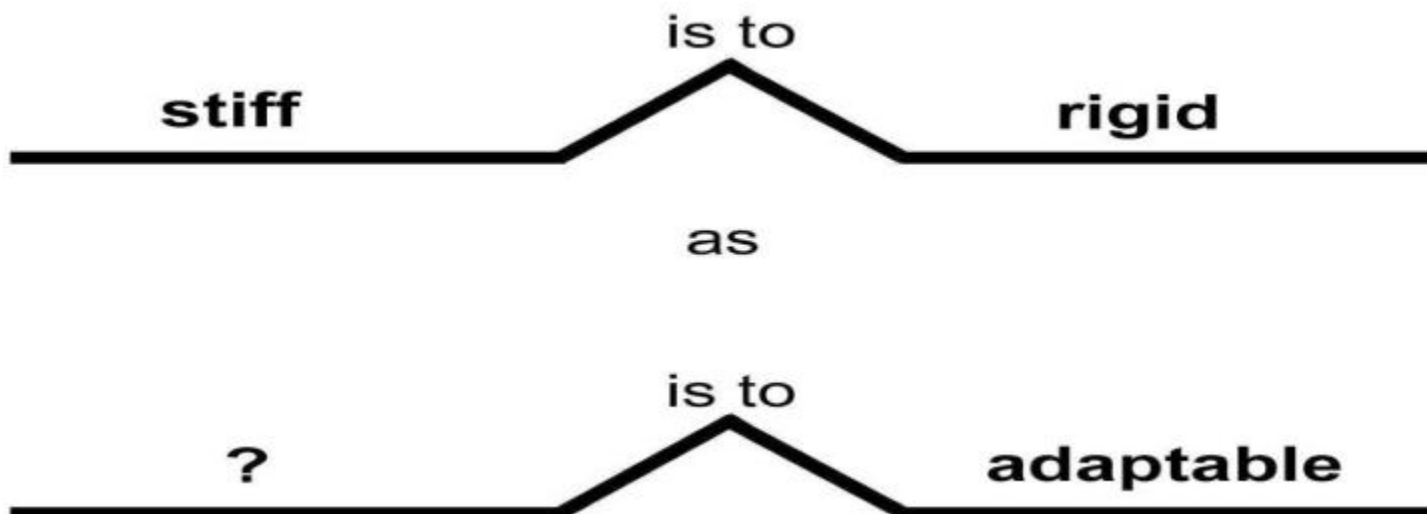
- A) evaluation
- B) development
- C) flexibility
- D) support

297. (U2C4L2:V3) What word completes this analogy?



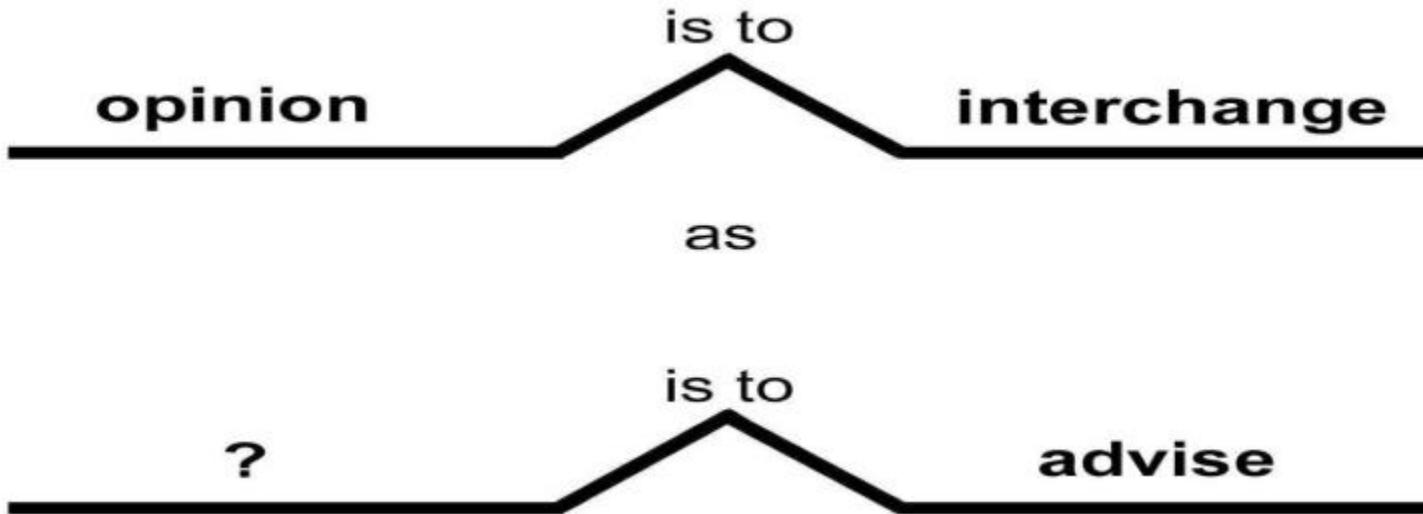
- A) counseling
- B) development
- C) communication
- D) flexibility

298. (U2C4L2:V4) What word completes this analogy?



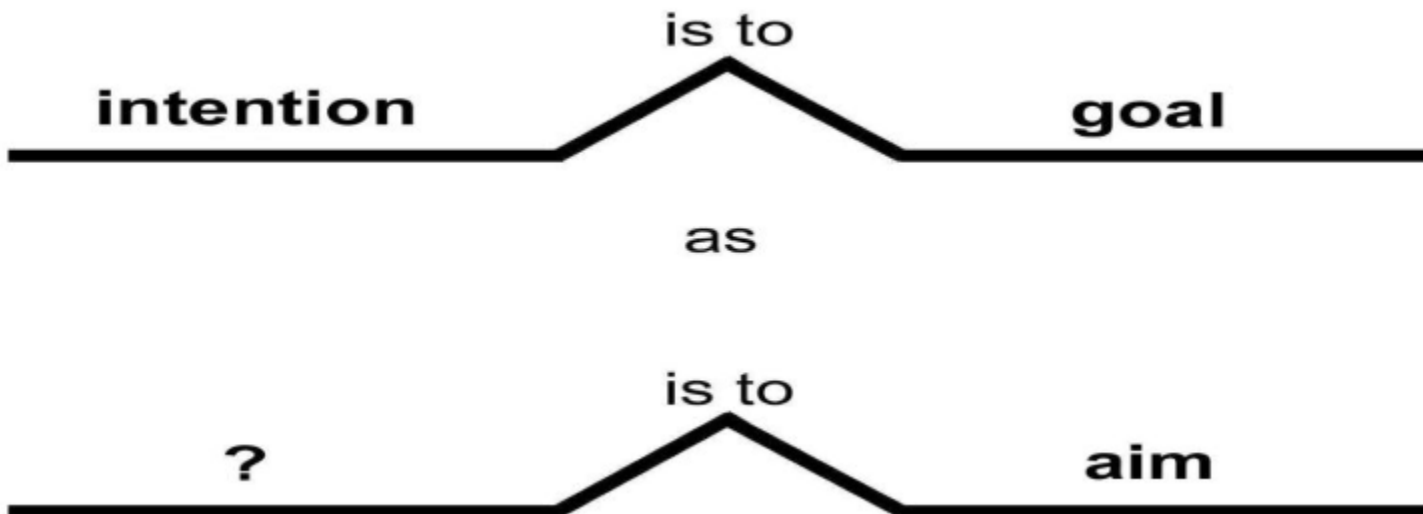
- A) communication
- B) evaluation
- C) flexibility
- D) support

299. (U2C4L2:V5) What word completes this analogy?



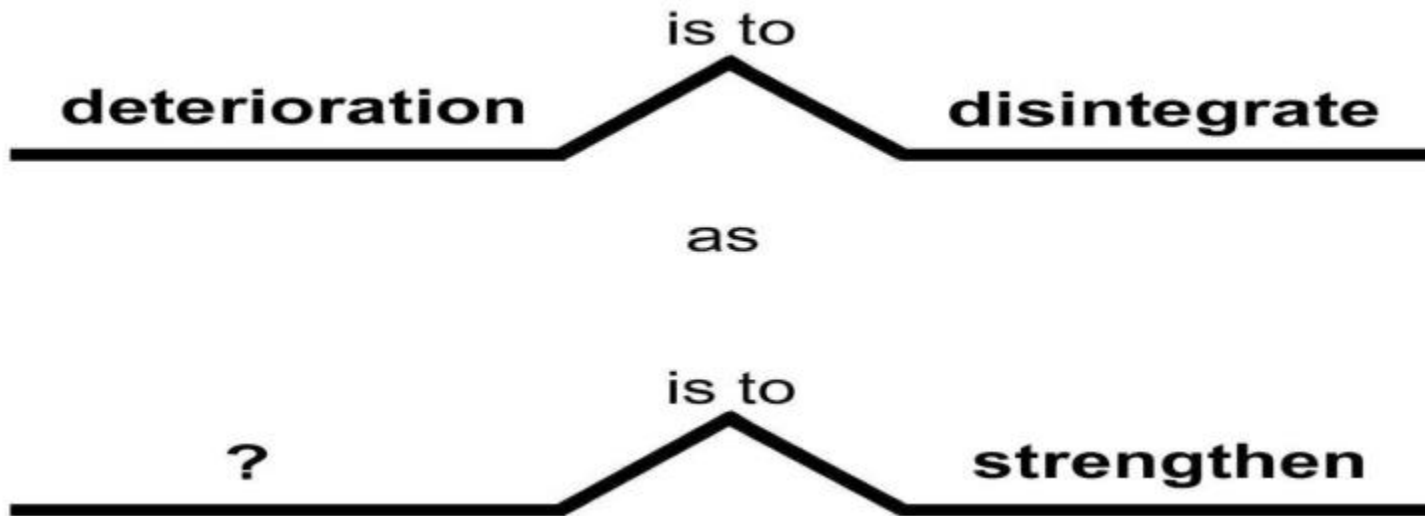
- A) evaluation
- B) development
- C) purpose
- D) counseling

300. (U2C4L2:V6) What word completes this analogy?



- A) evaluation
- B) purpose
- C) communication
- D) support

301. (U2C4L2:V7) What word completes this analogy?



- A) evaluation
- B) development
- C) flexibility
- D) support

302. (U2C4L3:F1) What are the three criteria for fair negotiations?

- A) Produce a clear win for one side, be efficient, and improve or at least not damage the relationship.
- B) Produce a wise agreement, be effective and fair, and improve or at least not damage the relationship.
- C) Produce a wise agreement, be efficient, and preserve order among fighting parties.
- D) Produce a wise agreement, be efficient, and improve or at least not damage the relationship.

303. (U2C4L3:G2) What are the four basic points of principle-centered negotiations?

- A) People, Interests, Options, and Criteria
- B) Principles, Initiative, Options, and Criteria
- C) Privacy, Intent, Opinions, and Criteria
- D) People, Interests, Options, and Considerations

304. (U2C4L3:G3) When negotiating, it is important to separate the people from the _____.

- A) Group
- B) Problem
- C) Anger
- D) Power

305. (U2C4L3:G4) T or F: For successful negotiations, absolute statements like "this is the only way to do it" should be used to convince others to compromise.

- A) True
- B) False

306. (U2C4L3:Q1) Read carefully the following paragraph and select the correct option (A-D).

Principled negotiation is neither soft (giving in) or hard (controlling). It is based on the criteria for fair negotiations, and focused on a win/win for all parties. Principled centered negotiations have four points: Separate the people from the problem; focus on positions, not interests; generate as many options as possible; and base results on agreed upon objectives and standards.

- A) Replace "objectives and standards" with "number of concessions"
- B) Replace "as many options as possible" with "an option that specifies your goal"
- C) Switch "positions" and "interests"
- D) Switch "giving in" and "controlling"

307. (U2C4L3:Q2) Study the table and select the option (A-D) that indicates the types of negotiation most likely occur.

Negotiations:

X. "I don't see why we should concede anything at all. Our cause is just; Our path is illuminated; and we will persevere."

Y. "I want you to rank the things we, and they, have to bargain with. I know we'll have to concede some points, and I want to be able to determine what is most and least important to both of our organizations."

Z. "You know, it's not that important. Even if he's wrong and we're right, losing a lot in the negotiation isn't really going to affect too much."

- A) X = Controlling

Y = Win/Win

Z = Soft

B) X = Hard

Y = Giving in

Z = Win/Win

C) X = Soft

Y = Controlling

Z = Principled

D) X = Principled

Y = Soft

Z = Controlling

308. (U2C4L3:Q3) Read the following sentence and decide which option (A-D) is most correct.

There are several ways to keep focused on win/win principled centered negotiations. One way is to allow yourself to be persuaded, and to stop yourself from working on your counter-arguments while someone else is talking.

A) True: By understanding your opponent, you will feel better about making concessions to help them reach their objectives.

B) True: Putting yourself in your opponent's position allows you to better understand their objectives.

C) False: If you let yourself be persuaded, you will lose the negotiations.

D) False: The purpose of negotiation is to argue your side and not make concessions.

309. (U2C4L3:V1) _____ is focused on a win/win for all parties. If a win/win is not possible at the time, you can agree to have a win/win or no deal.

A) Negotiation

B) Principled negotiation

C) Soft negotiation

D) Hard negotiation

310. (U2C4L3:V2) Negotiation is an attempt to _____.

A) solve an argument

B) stop a fight

C) reach a win/win agreement

D) to pick a winner

311. (U2C4L4:F1) More than anything else, the ability to make sound, timely decisions separates a leader from a nonleader. Which statement below most accurately describes how you feel about decision making and problem solving.

A) I have no problem making high-quality decisions that are easily accepted and always executed in a timely fashion.

B) I make fairly good decisions that are generally accepted and usually executed in a timely fashion.

C) I have difficulty making decisions and rarely expect others to follow my lead to execute any plans.

D) I make poor decisions most people don't agree with so they won't follow my plans or help me get them done.

312. (U2C4L4:G1) Someone or something that stands in the way of achieving a task or goal is called an _____.

A) Obstacle

B) Obstinate blocker

C) Enemy

D) Antagonist

313. (U2C4L4:G10) During what step in the planning process does a leader identify barriers to success and examine time, subtasks, people, priorities, and resources?

A) In the step of evaluation of the plan

B) In the step of planning for contingencies

C) In the first step of defining the objectives

D) The second step of studying the current situation

314. (U2C4L4:G11) T or F: When planning, leaders should identify one solution only and should focus all resources on that one solution.

A) True

B) False

315. (U2C4L4:G12) "The buck stops here" was the leadership motto of what U.S. president?

A) President Richard Nixon

B) President Bill Clinton

C) President Gerald Ford

D) President Harry S. Truman

316. (U2C4L4:G2) _____ is instinctive knowledge or perception without conscious reasoning or reference to a rational process; a sharp insight.

A) Intuition

- B) Insight
- C) Enlightenment
- D) Perceptual reasoning

317. (U2C4L4:G3) T or F: "Influence" as it is used in leadership means getting people to do what you want them to do; the means or method to achieving two ends - operating and improving.

- A) True
- B) False

318. (U2C4L4:G4) Which of the following is an approach to problem-solving and decision making?

- A) Seven-step problem solving model
- B) The decision-making process model
- C) QBOL Stepping Stone Four
- D) All of the above

319. (U2C4L4:G5) The three steps in the problem-solving model of leadership are _____, _____, and _____.

- A) Understanding leadership principles, selecting strategies, and looking back and checking the answer
- B) Finding a project, selecting strategies, and looking back and checking the answer
- C) Researching the problem, selecting strategies, and looking back and checking the answer
- D) Understanding the problem, selecting strategies, and looking back and checking the answer

320. (U2C4L4:G6) What is a "contingency?"

- A) An event that is most likely or most intended to occur; a planned and anticipated event
- B) An event that may occur but is unlikely or unintended; an unforeseen or accidental occurrence that must be planned for, such as a future emergency

321. (U2C4L4:G7) What was the leadership motto that Harry S. Truman kept on a plaque on his desk?

- A) "Lead, follow, or get out of the way."
- B) "I think, therefore I am."
- C) "The buck stops here."
- D) "Wherever you go, there you are."

322. (U2C4L4:G8) What are the two primary purposes of planning?

- A) Selecting a project and an objective
- B) Selecting an objective and deciding on how to accomplish it
- C) Selecting a project and deciding how to accomplish it
- D) Selecting an objective and deciding how to evaluate it

323. (U2C4L4:G9) In what step of the planning process does the leader determine the tasks, conditions, and standards of the objective?

- A) In the second step of enacting a plan
- B) In the first step of defining the objective
- C) In the third step of evaluating a plan
- D) In the final step of an after-action review

324. (U2C4L4:Q1) Select the option (A-D) that best completes the seven-step problem-solving, decision-making process.

The 7-step Problem-Solving, Decision-Making Process:

1. Identify the problem
2. X
3. Develop courses of action
4. Analyze and compare courses of action
5. Y
6. Z
7. Implement the plan

A) X = Estimate the situation

Y = Make a plan

Z = Make a decision

B) X = Set priorities

Y = Plan contingencies

Z = Analyze advantages/disadvantages

C) X = Analyze advantages/disadvantages

Y = Set priorities

Z = Assess the results

D) X = Gather information
Y = Make a decision
Z = Make a plan

325. (U2C4L4:Q2) Study the table and select the option (A-D) that best indicates the step or factor of the four-step planning process:

The Four-step Planning Process:

X. Determine conditions that may affect the circumstances of your mission. Determine how you will know you have accomplished your mission.

Y. "I think we should plan to first gather the equipment. Next, we should organize the squad, and then we should start moving."

Z. "We'll execute the third option. It's easier on our people, and it accomplishes the commander's intent better than the others."

A) X = Define the Objective
Y = Study the current situation
Z = Select the best course of action

B) X = Develop courses of action
Y = Resources
Z = Justify the decision

C) X = Resources
Y = Select the best course of action
Z = Analyze the courses of action

D) X = Study the current situation
Y = Define the Objective
Z = Manage time

326. (U2C4L4:Q3) Some unexpected situations occurred while you were implementing your plan.

What would be the best way to handle these?

- A) Re-analyze the chosen course of action and make a new plan.
- B) Re-start the problem-solving process by identifying the new problem.
- C) Implement contingency plans that you included in your original plan.
- D) Continue with the plan until it has been completely implemented, and then evaluate the situation.

327. (U2C4L4:Q4) Read the following paragraph and decide which option (A-D) is most correct.

Leaders should involve their subordinates in researching problems, gathering information, and developing and analyzing different courses of action. This technique will pay off in increased interest, higher morale, and better efficiency by team members.

- A) True: When subordinates do the work, leaders have more time to focus on team-building and other morale-building events.
- B) True: Subordinates are more likely to support a decision if they took part in developing it.
- C) False: Since you can only choose one plan, some of your subordinates are going to feel left out.
- D) False: This technique only works when subordinates have authority to make the decision.

328. (U2C4L4:V1) Choose the word that best completes the sentence below.

Leadership is the process of _____ others by providing purpose, direction, and motivation.

- A) influencing
- B) operating
- C) objectively
- D) changing

329. (U2C4L4:V2) Choose the word that best completes the sentence below.

Leaders work on accomplishing the mission and _____ the organization.

- A) operating
- B) cohesive
- C) judging
- D) improving

330. (U2C4L4:V3) Choose the word that best completes the sentence below.

Another word for to work, function, conduct, or manage is _____.

- A) operating
- B) contingencies
- C) intuitions
- D) non-judgment

331. (U2C4L4:V4) Choose the word that best completes the sentence below.

The actions of a leader are crucial to developing a disciplined, _____, and effective organization.

- A) non-judgment
- B) improving
- C) cohesive
- D) divided

332. (U2C4L4:V5) Choose the word that best completes the sentence below.

Leaders must _____ and logically analyze the advantages and disadvantages of each course of action to make good decisions.

- A) objectively
- B) improve
- C) influence
- D) cohesive

333. (U2C4L4:V6) Choose the word that best completes the sentence below.

After a leader carefully examines all possible courses of action using all available information, they can then consider their _____ and emotions.

- A) influences
- B) intuitions
- C) cohesive
- D) contingencies

334. (U2C4L4:V7) Choose the word that best completes the sentence below.

Good leaders include _____ in their plans that address possible unexpected situations and actions.

- A) contingencies
- B) improving
- C) operating
- D) intuitions

335. (U2C4L4:V8) Choose the word that best completes the sentence below.

While working with others consider their ideas with _____ so they feel free to share openly.

- A) contingencies
- B) intuitions
- C) influence
- D) non-judgment

336. (U2C4L5:F1) All of the following are considered important for a successful meeting except for what?

- A) Clarify purpose
- B) Schedule meeting
- C) Not creating an agenda
- D) Define outcomes

337. (U2C4L5:Q1) While planning a meeting, you first clarified the purpose of the meeting, and then defined the meeting outcomes. Which of the following outcomes should you review and probably re-write?

- A) A detailed plan
- B) Schedule a follow-up meeting
- C) Motivated team members
- D) A list of goals

338. (U2C4L5:Q2) Mike was tasked to plan a meeting to discuss the company's priority topics. He prioritized the high-energy topics and scheduled them during the first half of the meeting, then prioritized the remaining topics and summary for the second half. Did he do as good a job as possible? Why or why not?

- A) No. He should have started off with the low-energy topics and build up to the high-energy ones.
- B) No. He should have alternated high-energy topics with others.
- C) Yes. He put the high energy topics first, and prioritized them by importance.
- D) Yes. He made sure to cover all the priority topics during the meeting.

339. (U2C4L5:Q3) You are facilitating a meeting about what to do for an end-of-the-year school project. Before the meeting, you are surprised when several of the participants tell you they want you to do something during the meeting. Which of the following is not supposed to be a facilitator responsibility?

- A) Bring discussions to a close with summary statements.
- B) Intervene if there are sidebars or too many discussions going on at once.
- C) Keep a record of decisions made and potential agenda items for future meetings.
- D) Make the concluding decision about what to do for the project.

340. (U2C4L5:Q4) You are facilitating a meeting that has six priority topics. At one point during the third topic, the discussion stopped and there was silence. What should you do?

- A) Intervene with question "are we ready to move on?"
- B) Move on to the next topic and come back to the current one if necessary.
- C) Ask a dominator what he or she thinks to get the discussion re-started.
- D) Ask what decision was made.

341. (U2C4L5:V1) Choose the word that best completes the sentence below.

Essential _____ are those with relevant information or expertise.

- A) agenda
- B) conclude
- C) attendees
- D) facilitate

342. (U2C4L5:V2) Choose the word that best completes the sentence below.

A meeting leader is responsible to _____ participant involvement.

- A) agenda
- B) conclude

- C) attendees
- D) facilitate

343. (U2C4L5:V3) Choose the word that best completes the sentence below.

After the agenda is completed it is time to _____ the meeting.

- A) agenda
- B) conclude
- C) attendees
- D) facilitate

344. (U2C4L5:V4) Choose the word that best completes the sentence below.

Each meeting must have an _____ listing the items to be discussed.

- A) agenda
- B) conclude
- C) attendees
- D) facilitate

345. (U2C4L6:F1) What is the ultimate goal of leadership?

- A) To keep team members under control
- B) To produce mastery and independence
- C) Keep team members dependent on the leader
- D) None of the above

346. (U2C4L6:F2) Supervision does not include which of the following?

- A) Setting the example
- B) Assuming authority
- C) Resolving conflicts
- D) Providing feedback

347. (U2C4L6:F3) A supervisor's goal for a team is to achieve its goal through discipline, motivation, and cohesion.

- A) True
- B) False

348. (U2C4L6:Q1) Even after five practice sessions, some freshmen Cadets in your squad still can't do an about face. After making a correction, they still had to practice for another 15 minutes before they stopped making mistakes. What should you do about these mistakes in the future?

- A) At future practices, remind them of their mistakes to keep them focused.
- B) Drop it and move on to the next facing or marching movement.
- C) Make a note of the mistakes for future reference, if a reminder is needed.
- D) Pay extra attention when they face about and remind them of this incident if they make more mistakes.

349. (U2C4L6:Q2) You are a company commander. Your first sergeant told you that she thinks that one of your platoon leaders oversupervises his squad leaders, and that it is hurting the platoon leadership. As you observe the platoon leader during training, which of the following signs would not be an indicator of oversupervision?

- A) Responsibility is not delegated to squad leaders.
- B) The squad leaders resent the platoon leader.
- C) The squad leaders and platoon leader don't trust each other.
- D) There is a lack of coordination between the squad leaders and platoon leaders.

350. (U2C4L6:Q3) Captain Reese spent most of the day observing training, conducting on-the-spot inspections, and asking subordinates about the specifics of their jobs. Then he called the Battalion Commander and asked what she thought of the company's performance. What element of supervision is Captain Reese performing?

- A) Achieving desired results
- B) Correcting
- C) Evaluating
- D) Instilling discipline

351. (U2C4L6:V1) Correction

Vocabulary Matching - Question 1

1. correction

2. discipline

3. motivation

4. supervising

5. teaching

A. to make or set right

B. training that corrects, molds, or perfects the mental faculties or moral character

C. to have the charge and direction of; to oversee

D. something that incites or has a tendency to incite to determination and action

E. to cause to know something, or to know how

- A)
- B)
- C)
- D)
- E)

352. (U2C4L6:V2) Discipline

Vocabulary Matching - Question 2

- | | |
|----------------|---|
| 1. correction | A. to make or set right |
| 2. discipline | B. training that corrects, molds, or perfects the mental faculties or moral character |
| 3. motivation | C. to have the charge and direction of; to oversee |
| 4. supervising | D. something that incites or has a tendency to incite to determination and action |
| 5. teaching | E. to cause to know something, or to know how |

- A)
- B)
- C)
- D)
- E)

Vocabulary Matching - Question 3

- | | |
|----------------|---|
| 1. correction | A. to make or set right |
| 2. discipline | B. training that corrects, molds, or perfects the mental faculties or moral character |
| 3. motivation | C. to have the charge and direction of; to oversee |
| 4. supervising | D. something that incites or has a tendency to incite to determination and action |
| 5. teaching | E. to cause to know something, or to know how |

- A)
- B)
- C)
- D)
- E)

354. (U2C4L6:V4) Supervising

Vocabulary Matching - Question 4

- | | |
|----------------|---|
| 1. correction | A. to make or set right |
| 2. discipline | B. training that corrects, molds, or perfects the mental faculties or moral character |
| 3. motivation | C. to have the charge and direction of; to oversee |
| 4. supervising | D. something that incites or has a tendency to incite to determination and action |
| 5. teaching | E. to cause to know something, or to know how |

- A)
- B)
- C)
- D)
- E)

355. (U2C4L6:V5) Teaching

Vocabulary Matching - Question 5

	A. to make or set right
1. correction	B. training that corrects, molds, or perfects the mental faculties or moral character
2. discipline	C. to have the charge and direction of; to oversee
3. motivation	D. something that incites or has a tendency to incite to determination and action
4. supervising	E. to cause to know something, or to know how
5. teaching	

- A)
- B)
- C)
- D)
- E)

356. (U2C4L7:F1) The cooperative effort or action on the part of a number of people working together, especially to achieve a common goal is known as what?

- A) Teamwork
- B) Cooperate
- C) Followership
- D) Actions

357. (U2C4L7:F2) One way for a team leader to gain the loyalty of their team members is to be

an appreciative leader.

- A) True
- B) False

358. (U2C4L7:F3) It is easier to move to the performing stage if each team member is more skilled in what?

- A) Brainstorming
- B) Interpersonal skills
- C) Writing skills
- D) Reading skills

359. (U2C4L7:Q1) In your new squad, Cadets Chase and Stanton are emerging as informal leaders, and you think they could be team leaders. However, they both want to be in charge in your absence. Competition between them is causing tension in the squad. What group development stage is your squad going through, and what should you do?

- A) Storming; Talk about each member's role in the squad.
- B) Norming; Talk about each member's role in the squad.
- C) Storming; Step back and let the group lead the way when performing tasks.
- D) Norming; Step back and let the group lead the way when performing tasks.

360. (U2C4L7:Q2) A group of friends all joined JROTC together. They all knew each other because they all went to elementary and middle school together. They were all put into the same squad, and their new squad leader told them that she would choose team leaders in a couple of weeks. What group development stage is this squad most likely starting in?

- A) Forming
- B) Storming
- C) Norming
- D) Performing

361. (U2C4L7:Q3) Second squad had a difficult time moving from the forming stage to the storming stage in group development. All other squads have moved from the storming stage to the norming stage, but second squad isn't even close. What can the squad leader help to develop so that they can make an easier transition between stages?

- A) Initiative
- B) Interpersonal skills
- C) Respect
- D) Self-reliance

362. (U2C4L7:V1) Choose the word that best matches the definition below.

"To foster the growth of."

- A) action
- B) cultivate
- C) followership
- D) cooperate

363. (U2C4L7:V10) Choose the word that best matches the definition below.

"The cooperative effort or action on the part of a number of people working together, especially to achieve a common goal."

- A) self-discipline
- B) beliefs
- C) professionalism
- D) teamwork

364. (U2C4L7:V11) Choose the word that best matches the definition below.

"To act or work with another or others."

- A) professionalism
- B) cooperate
- C) staff study
- D) beliefs

365. (U2C4L7:V12) Choose the word that best matches the definition below.

"A detailed report that describes an action or event and how it can be accomplished."

- A) professionalism

- B) followership
- C) staff study
- D) beliefs

366. (U2C4L7:V2) Choose the word that best matches the definition below.

"A comment that is meant to improve or help."

- A) constructive criticism
- B) dedication
- C) cultivate
- D) action

367. (U2C4L7:V3) Choose the word that best matches the definition below.

"The ability to make your own decisions confidently and independently."

- A) self-discipline
- B) dedication
- C) staff study
- D) self-reliance

368. (U2C4L7:V4) Choose the word that best matches the definition below.

"Behavior or conduct."

- A) self-reliance
- B) action
- C) constructive criticism
- D) self-discipline

369. (U2C4L7:V5) Choose the word that best matches the definition below.

"Accepting the guidance or leadership of another; the capacity or willingness to follow a leader."

- A) followership
- B) self-reliance
- C) constructive criticism
- D) dedication

370. (U2C4L7:V6) Choose the word that best matches the definition below.

"Loyalty to a cause, ideal, or system; to commit oneself to a particular course of thought or action."

- A) cooperate
- B) staff study
- C) dedication
- D) followership

371. (U2C4L7:V7) Choose the word that best matches the definition below.

"The ability to do and to take pride in doing a job well; the conduct, aims, or qualities that characterize a profession or professional person."

- A) cultivate
- B) cooperate
- C) professionalism
- D) action

372. (U2C4L7:V8) Choose the word that best matches the definition below.

"Training, regulating, or controlling oneself (or one's conduct, personality, performance, and so on) for the sake of personal improvement."

- A) teamwork
- B) constructive criticism
- C) self-reliance
- D) self-discipline

373. (U2C4L7:V9) Choose the word that best matches the definition below.

"A personal truth; mental acceptance or conviction of particular truths of someone or something."

- A) beliefs
- B) teamwork
- C) cultivate
- D) cooperate

374. (U2C4L8:F1) The process of planning, organizing, staffing, directing, and controlling the production of a system is known as what?

- A) Gantt system
- B) PERT chart
- C) Implementation
- D) Project management

375. (U2C4L8:F2) When using the Gantt chart, watching for overuse of your resources is not necessary.

- A) True
- B) False

376. (U2C4L8:F3) The PERT chart cannot help a team leader do which of the following?

- A) Reevaluate the project while it is underway.
- B) Be mutually aware of the process and sub-goals.
- C) Keep resources focused on the task regardless of issues.
- D) Share in decision making about how, when, by whom activities are done.

377. (U2C4L8:F4) The four stage model for project management includes all of the following except for what?

- A) Definition
- B) Purpose
- C) Implementation
- D) Follow-up stages

378. (U2C4L8:Q1) You reviewed a Gantt chart created by one of your platoon leaders. The chart showed the four stages of project management, the activities in sequence, and that the

time estimated for steps didn't overlap. It also included a plan for monitoring resources. What should you have the platoon leader review to make sure? Why?

- A) The plan for resources; this isn't necessary when a Gantt chart is used.
- B) The stages of project management; there are five stages.
- C) The sequence of activities; sequence is not necessary if all activities are listed.
- D) The time estimated for steps; the estimates could possibly overlap.

379. (U2C4L8:Q2) You finally were selected to be a project manager. Your project is to organize a parade for Memorial Day. What stage of project management are you in when you talk to last year's project manager about points of contact in the city's traffic division?

- A) Planning
- B) Implementation
- C) Follow-up
- D) Definition

380. (U2C4L8:V1) Gantt Chart

Vocabulary Matching - Question 1

1. Gantt chart

A. Process of planning, organizing, staffing, directing, and controlling the production system

2. Implementation

B. Give practical effect to and to ensure actual fulfillment by concrete measures

3. PERT Chart

C. Standard format for displaying a schedule graphically

4. Project Management

D. A network diagram with a graphical illustration of the project activities

- A)
- B)
- C)
- D)

381. (U2C4L8:V2) Implementation

Vocabulary Matching - Question 2

- | | |
|-----------------------|--|
| 1. Gantt chart | A. Process of planning, organizing, staffing, directing, and controlling the production system |
| 2. Implementation | B. Give practical effect to and to ensure actual fulfillment by concrete measures |
| 3. PERT Chart | C. Standard format for displaying a schedule graphically |
| 4. Project Management | D. A network diagram with a graphical illustration of the project activities |

- A)
- B)
- C)
- D)

382. (U2C4L8:V3) PERT Chart

Vocabulary Matching - Question 3

- | | |
|-----------------------|--|
| 1. Gantt chart | A. Process of planning, organizing, staffing, directing, and controlling the production system |
| 2. Implementation | B. Give practical effect to and to ensure actual fulfillment by concrete measures |
| 3. PERT Chart | C. Standard format for displaying a schedule graphically |
| 4. Project Management | D. A network diagram with a graphical illustration of the project activities |

- A)
- B)
- C)
- D)

Vocabulary Matching - Question 4

- | | |
|-----------------------|--|
| 1. Gantt chart | A. Process of planning, organizing, staffing, directing, and controlling the production system |
| 2. Implementation | B. Give practical effect to and to ensure actual fulfillment by concrete measures |
| 3. PERT Chart | C. Standard format for displaying a schedule graphically |
| 4. Project Management | D. A network diagram with a graphical illustration of the project activities |

- A)
- B)
- C)
- D)

384. (U2C4L9:AD1) Whenever someone comes to you with a problem, the best thing to do is to tell them what you would do in that situation.

- A) Agree
- B) Disagree
- C) Unsure

385. (U2C4L9:AD10) Some people are just born listeners.

- A) Agree
- B) Disagree
- C) Unsure

386. (U2C4L9:AD2) People with higher IQs are less gullible than those with lower IQs.
(Someone who is easily manipulated is not very intelligent.)

- A) Agree
- B) Disagree
- C) Unsure

387. (U2C4L9:AD3) When a person is talking, the speaker is totally responsible for making sure you understand the conversation.

- A) Agree
- B) Disagree
- C) Unsure

388. (U2C4L9:AD4) Telling someone, "Don't worry, it'll all work out," is a good thing to say whenever presented with another person's situation.

- A) Agree
- B) Disagree
- C) Unsure

389. (U2C4L9:AD5) We should carefully analyze and try to diagnose the hidden meanings behind conversations, explaining to the person that you understand the problem.

- A) Agree
- B) Disagree
- C) Unsure

390. (U2C4L9:AD6) Listening and hearing are basically the same thing.

- A) Agree
- B) Disagree
- C) Unsure

391. (U2C4L9:AD7) In communication, it is best to avoid the "you shoulds" and "you wills."

- A) Agree
- B) Disagree
- C) Unsure

392. (U2C4L9:AD8) Whenever someone comes to me with a problem, it is up to me to point out the facts and make sure the solutions are logical.

- A) Agree

- B) Disagree
- C) Unsure

393. (U2C4L9:AD9) Whenever a friend comes to me with a problem, once I know about it, it becomes my problem, too.

- A) Agree
- B) Disagree
- C) Unsure

394. (U2C4L9:F1) Which element of a mentoring relationship do you think will be most challenging for you?

- A) Listening: being there to "talk out" a situation and listen.
- B) Coaching: giving praise, encouragement, and constructive criticism.
- C) Educating: tutor and guide someone to do it themselves.
- D) Role Modeling: sharing personal beliefs and values.

395. (U2C4L9:Q1) A debate team member told the faculty advisor that he thought he was losing the debate and was getting frustrated. The advisor told her, "You can still win, but you have to keep your cool and not get angry during arguments." What two mentoring functions is the advisor demonstrating?

- A) Listening and Coaching
- B) Listening and Educating
- C) Educating and Coaching
- D) Educating and Role Modeling

396. (U2C4L9:Q2) Trust, respect and effective communication are needed for mentors to be successful. Rebecca promised her mentee, Sarah, that she would not tell anyone that Sarah was seriously considering suicide. What should Rebecca do?

- A) Attempt to handle the situation herself first. If unsuccessful, then refer Sarah to professional help.
- B) Maintain confidentiality and trust by honoring the promise to not tell anyone else.
- C) Recommend that Sarah talk to a professional counselor who is trained in suicide prevention.
- D) Recommend, and if necessary insist, that Sarah go with her to talk with the mentoring program advisor and to seek professional help.

397. (U2C4L9:Q3) Kerry told his mentor that he wasn't going to go to work anymore, and he wasn't going to tell his boss that he quit. The mentor paused for a second and thought of

several possible responses. Which one would most likely be helpful in getting the mentor's point across without hurting communication between the two?

- A) You're going to regret quitting that job.
- B) You should go tell your boss so he can get a replacement for you.
- C) That's kind of an immature way of doing it, and people are depending on you.
- D) Did you think about who is going to pick up the slack while they find a replacement for you?

398. (U2C4L9:Q4) Jenny missed three meetings with her mentor without notifying her. She expected the type of response that she gets at home when she showed up to the next meeting, but she was surprised that her mentor didn't blame her. What do you think her mentor said?

- A) I can't believe that you stood me up.
- B) I feel that my time isn't respected when you don't show up.
- C) You aren't a dependable person, and you can't be counted on.
- D) You promised to show up, and you didn't.

399. (U2C4L9:V1) Bias

Vocabulary Matching - Question 1

1. Bias

A. Sustained 1-1 relationship which promotes human development

2. Mentee

B. One who receives advice, officially or professionally

3. Mentoring

C. Involving a combination of social and economic factors

4. Socioeconomic

D. A mental leaning; partiality, prejudice, bent

5. Stereotypes

E. An oversimplified opinion, belief, or viewpoint

- A)
- B)
- C)
- D)
- E)

400. (U2C4L9:V2) Mentee

Vocabulary Matching - Question 2

1. Bias

2. Mentee

3. Mentoring

4. Socioeconomic

5. Stereotypes

A. Sustained 1-1 relationship which promotes human development

B. One who receives advice, officially or professionally

C. Involving a combination of social and economic factors

D. A mental leaning; partiality, prejudice, bent

E. An oversimplified opinion, belief, or viewpoint

- A)
- B)
- C)
- D)
- E)

401. (U2C4L9:V3) Mentoring

Vocabulary Matching - Question 3

- | | |
|------------------|--|
| 1. Bias | A. Sustained 1-1 relationship which promotes human development |
| 2. Mentee | B. One who receives advice, officially or professionally |
| 3. Mentoring | C. Involving a combination of social and economic factors |
| 4. Socioeconomic | D. A mental leaning; partiality, prejudice, bent |
| 5. Stereotypes | E. An oversimplified opinion, belief, or viewpoint |

- A)
- B)
- C)
- D)
- E)

402. (U2C4L9:V4) Socioeconomic

Vocabulary Matching - Question 4

- | | |
|------------------|--|
| 1. Bias | A. Sustained 1-1 relationship which promotes human development |
| 2. Mentee | B. One who receives advice, officially or professionally |
| 3. Mentoring | C. Involving a combination of social and economic factors |
| 4. Socioeconomic | D. A mental leaning; partiality, prejudice, bent |
| 5. Stereotypes | E. An oversimplified opinion, belief, or viewpoint |

- A)
- B)
- C)
- D)
- E)

403. (U2C4L9:V5) Stereotypes

Vocabulary Matching - Question 5

- | | |
|------------------|--|
| 1. Bias | A. Sustained 1-1 relationship which promotes human development |
| 2. Mentee | B. One who receives advice, officially or professionally |
| 3. Mentoring | C. Involving a combination of social and economic factors |
| 4. Socioeconomic | D. A mental leaning; partiality, prejudice, bent |
| 5. Stereotypes | E. An oversimplified opinion, belief, or viewpoint |

- A)
- B)
- C)
- D)
- E)

404. (U2C5L1:G1) T or F: Platoons and squads execute the following drills in the same way: Inclining around, marching to the flanks, and changing intervals in lines.

- A) True
- B) False

405. (U2C5L1:G2) Name the four basic movements in marching the platoon.

- A) Forward marching, columns, flanks, and rear marches
- B) Changing direction, marching to the flank, forming a file and reforming, and forming

a column of twos and reforming

- C) Forming flanks, forming files, forming a column of twos, and reforming
- D) Changing direction in quick time, mark time, double time, and halt

406. (U2C5L1:Q1) While in formation, the Platoon Leader calls "Cadet Private Wilson, Front and Center."

What should Cadet Wilson, who is in the center of the second rank, do?

A) The Cadet should come to attention, reply "Here, Sir/Ma'am," take one 15 inch step backward, halt, face to the right (left) in marching, and exit the formation by marching to the nearest flank.

B) The Cadet should come to attention, turn his head and eyes toward the Platoon Leader, and wait for further instructions.

C) The Cadet should come to attention, reply "Here, Sir/Ma'am," take two steps back and move around the closest flank to a position in front, and centered on, the Company Commander or First Sergeant.

D) The Cadet should come to attention, reply "Here, Sir/Ma'am," and move through first squad to a position in front of the Platoon Leader.

407. (U2C5L1:Q2) For in-ranks inspections, platoons increase the space between squads by giving the command to Open Ranks.

Select the option (A-D) that best indicates how a platoon executes "Open Ranks, MARCH."

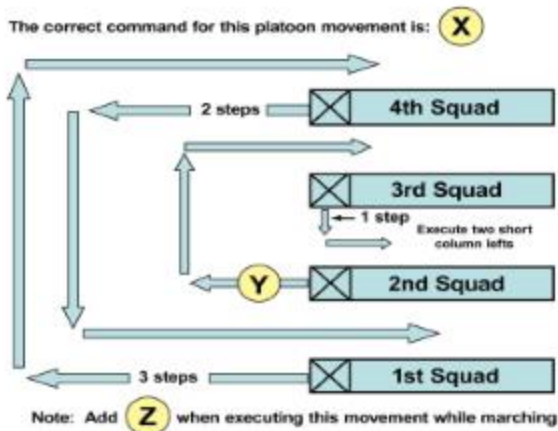
A) 1st Squad takes 1 Step forward; 2nd Squad stays in place; 3rd Squad takes 2 Steps backwards; ; 4th Squad takes 4 Steps backwards.

B) 1st Squad takes 2 Steps forward; 2nd Squad takes 1 Step forward; 3rd Squad stays in place; 4th Squad takes 2 Steps backwards.

C) 1st Squad takes 3 Steps forward; 2nd Squad takes 2 Steps forward; 3rd Squad takes 1 Step forward; 4th Squad stays in place.

D) 1st Squad takes 4 Steps forward; 2nd Squad takes 3 Steps forward; 3rd Squad takes 2 Steps forward ; 4th Squad takes 1 Step forward.

408. (U2C5L1:Q3) Study the diagram and select the option (A-D) that best completes the procedure for executing this platoon movement.



- A) X = Reverse, MARCH; Y = 1 step; Z = 3 steps
- B) X = To the Rear, MARCH; Y = 2 steps; Z = 2 steps
- C) X = Counter column, MARCH; Y = 1 step; Z = 1 step
- D) X = Counter, COLUMN; Y = 2 steps; Z = 2 steps

409. (U2C5L1:Q4) You were marching your platoon to the parade field to participate in a ceremony. When you got there, a display was set up at the entrance and it was only wide enough for two of your four squads to march through.

What command should you give to most efficiently get your platoon through the display and onto the parade field?

- A) Platoon, HALT. File from the right, MARCH.
- B) Mark-time, MARCH. Counter-column, MARCH.
- C) Platoon, HALT. Column of twos from the right, MARCH.
- D) Mark-time, MARCH. Column of twos from the right, MARCH.

410. (U2C5L1:V1) What is the definition of the word "cover"?

- A) the arrangement of people or elements of a unit in a prescribed manner
- B) a formation in which people or elements are side by side or abreast of each other
- C) the right or left side of any formation as seen by a person (or element) within that formation
- D) the distance between Cadets in a column

411. (U2C5L1:V2) What is the definition of the word "flank"?

- A) the arrangement of people or elements of a unit in a prescribed manner

- B) a formation in which people or elements are side by side or abreast of each other
- C) the right or left side of any formation as seen by a person (or element) within that formation
- D) the distance between Cadets in a column

412. (U2C5L1:V3) What is the definition of the word "formation"?

- A) the arrangement of people or elements of a unit in a prescribed manner
- B) a formation in which people or elements are side by side or abreast of each other
- C) the right or left side of any formation as seen by a person (or element) within that formation
- D) the distance between Cadets in a column

413. (U2C5L1:V4) What is the definition of the word "interval"?

- A) to turn in place
- B) a space between actions
- C) the right or left side of any formation as seen by a person (or element) within that formation
- D) the distance between Cadets in a column

414. (U2C5L1:V5) What is the definition of the word "line"?

- A) the arrangement of people or elements of a unit in a prescribed manner
- B) a formation in which people or elements are side by side or abreast of each other
- C) a space between actions
- D) to turn in place

415. (U2C5L1:V6) What is the definition of the word "pivot"?

- A) to turn in place
- B) a formation in which people or elements are side by side or abreast of each other
- C) the arrangement of people or elements of a unit in a prescribed manner
- D) the distance between Cadets in a column

416. (U2C5L2:F1) What are the main factors that will determine the morale of your team members and the degree they are willing to work as a team to accomplish your goals?

- A) your reputation and planning skills
- B) your appearance and intelligence
- C) your actions and behavior
- D) your age and actions

417. (U2C5L2:Q1) After your commander congratulated you, she said that she hopes you know

the procedures for individual, squad, and platoon drill. She also suggested that you "brush up" on counseling techniques.

You have just been promoted to which position?

- A) Squad Leader
- B) Platoon Sergeant
- C) Platoon Leader
- D) First Sergeant

418. (U2C5L2:Q2) Leaders at all levels are expected to "Set the example" for their subordinates.

Which part of leadership best demonstrates this behavior?

- A) Coach
- B) Counselor
- C) Role Model
- D) Teacher

419. (U2C5L2:Q3) Cadet Meyer was assigned as a squad leader. He knew the squad had some discipline problems before he became squad leader, so he developed a plan before he became squad leader and immediately put it into action.

Of the four steps leaders use to ensure a smooth and successful beginning, which one is he executing as he watches how his new squad reacts?

- A) Observe/Assess
- B) Plan
- C) Implement
- D) Follow-up/Evaluate

420. (U2C5L2:Q4) You just got promoted to squad leader for a squad in another platoon. It was a surprise because the previous squad leader got demoted that morning for poor performance. You don't know any of your new squad members.

What's the first thing you should do as you take over the squad?

- A) Make a plan.
- B) Observe the squad's performance.
- C) Find out why the previous squad leader got demoted.

D) Evaluate the previous squad leader's plan before you implement yours.

421. (U2C5L2:Q5) Which of the following statements is a responsibility of a platoon leader?

- A) Keep the company executive officer apprised of the status of the platoon at all times.
- B) Organize and maintain an effective chain of command and use it to accomplish tasks; work mainly through the platoon sergeant and team leaders.
- C) Know all Cadet regulations and ensure that members of the platoon also know and follow them.
- D) All of the above.

422. (U2C5L2:Q6) Which of the following statements is a responsibility of a platoon sergeant?

- A) Conduct inspections of the platoon at formations.
- B) Keep the company commander apprised of the status of the platoon at all times.
- C) Assume control of the platoon in the absence of the platoon leader.
- D) All of the above.

423. (U2C5L2:Q7) Which of the following statements are responsibilities of a team leader?

- A) Be thoroughly familiar with individual and squad drill.
- B) Submit absentee reports to the platoon sergeant or platoon leader.
- C) Inspect team members during formations and class assemblies to ensure they know what is required of them.
- D) Organize and maintain an effective chain of command.

424. (U2C5L2:Q8) Which of the following statements is a responsibility of a squad leader?

- A) Develop responsibility and leadership in team leaders.
- B) Develop a spirit of teamwork within the platoon.
- C) Form the platoon when prescribed by the platoon leader.
- D) None of the above.

425. (U2C5L2:Q9) Which of the following statements is a responsibility of a platoon leader?

- A) Enforce all orders you receive from superiors without question.
- B) Develop teamwork so as to instill respect, obedience, and cooperation in the platoon.
- C) Share with your platoon sergeant complaints you may have about difficult orders.
- D) Develop a spirit of teamwork within the platoon.

426. (U2C5L2:V1)

Choose the synonym for the word below.

implement

- A) cancel
- B) fulfill
- C) hinder
- D) delay

427. (U2C5L2:V2)

Choose the synonym for the word below.

observe

- A) recognize
- B) ignore
- C) disregard
- D) overlook

428. (U2C5L2:V3)

Choose the synonym for the word below.

plan

- A) inaction
- B) rest
- C) idleness
- D) action

429. (U2C5L3:F1) True or False. Company drill provides the procedures for executing squad drill in conjunction with other squads in the same formation.

- A) True
- B) False

430. (U2C5L3:Q1) In formations where the company is formed by the company commander, which of the following commands is not used?

- A) "Attention"
- B) "Post"
- C) "Receive the Report"
- D) "Report"

431. (U2C5L3:Q2) You are in third platoon. You are standing directly behind your squad leader, who is five steps in back of the last Cadet in second platoon. Your First Sergeant is positioned to the rear of the formation. What type of formation are you in?

- A) Company in column with platoons in column
- B) Company in column with platoons in line
- C) Company mass formation
- D) Platoon column formation

432. (U2C5L3:Q3) You are marching in the lead platoon in a company column with platoons in column formation. The Commander orders "close on leading platoon." What should you expect to hear next?

- A) "Forward, march"
- B) "Half step, march"
- C) "Mark time, march"
- D) "Stand fast"

433. (U2C5L3:Q4) Your company has four platoons with four squads each. Your Company Commander just ordered "Company mass left, march." When the formation is complete, how many squad leaders will be in line with each other?

- A) 1
- B) 2
- C) 4
- D) 16

434. (U2C5L3:V1) Choose the word that best completes the sentence below.

The platoon leaders command the movement in sequence beginning with the _____ platoon.

- A) arc
- B) base
- C) guide
- D) post

435. (U2C5L3:V2) Choose the word that best completes the sentence below.

When in a line or a _____, the right platoon serves as the base.

- A) post
- B) mark time
- C) mass formation
- D) arc

436. (U2C5L3:V3) Choose the word that best completes the sentence below.

If a platoon sergeant is to fill the _____ of a platoon leader, he takes a position six steps in front of and centered on the platoon.

- A) post
- B) base
- C) double time
- D) role

437. (U2C5L3:V4) Choose the word that best completes the sentence below.

When Cadets march in place the drill command is _____.

- A) guide
- B) mark time
- C) double time
- D) mass formation

438. (U2C5L3:V5) Choose the word that best completes the sentence below.

When changing the direction of march in mass formation they continue marching in a(n) _____ until they are parallel to the new direction of march.

- A) mark time
- B) base
- C) line
- D) arc

439. (U2C5L3:V6) Choose the word that best completes the sentence below.

A(n) _____ is one that leads or directs another's way.

- A) guide

- B) base
- C) post
- D) arc

440. (U2C5L3:V7) Choose the word that best completes the sentence below.

When you march in the cadence of 180 steps or counts per minute with a 30-inch step you do _____.

- A) mark time
- B) mass formation
- C) guide time
- D) double time

441. (U2C5L4:F1) True or False. The Color Guard is not a part of battalion drill.

- A) True
- B) False

442. (U2C5L4:Q1) In a battalion formation, your location is in one of two places. The first is one step behind the commissioned staff. The other, used during mass formations, is one step to the rear of the color guard, centered on the Colors. Who are you?

- A) The Battalion Command Sergeant Major
- B) The Battalion S-1
- C) The Battalion XO
- D) An Enlisted Staff Member

443. (U2C5L4:Q2) You are a Company Commander in a battalion formation. Your position is six steps in front of your company. If you are in the correct position, which of the following is not a formation you would be in?

- A) Battalion in column with companies in column
- B) Battalion in line with companies in line
- C) Battalion in line with companies in mass
- D) Battalion mass formation

444. (U2C5L4:Q3) Your First Sergeant formed the company, and then was commanded to "post" by the Company Commander. The Platoon Leaders then opened ranks and aligned the company. The Commander then began the inspection by inspecting you first. Who are you?

- A) The Company First Sergeant
- B) The First Platoon Leader
- C) The First Squad Leader in the lead platoon
- D) The Guidon Bearer

445. (U2C5L4:V1) What is the definition of the term "en route"?

- A) to ease the accomplishment of a task
- B) related, belonging, or assigned
- C) one that leads or directs another's way
- D) in motion towards a destination

446. (U2C5L4:V2) What is the definition of the word "facilitate"?

- A) to ease the accomplishment of a task
- B) related, belonging, or assigned
- C) one that leads or directs another's way
- D) in motion towards a destination

447. (U2C5L4:V3) What is the definition of the word "respective"?

- A) to ease the accomplishment of a task
- B) related, belonging, or assigned
- C) one that leads or directs another's way
- D) in motion towards a destination

448. (U2C5L5:F1) Which of the following is not a stationary movement?

- A) Attention
- B) Route Step
- C) Facing Movements
- D) Saluting

449. (U2C5L5:F2) Executing a predefined set of movements is known as what?

- A) Formation
- B) Drills
- C) Marching
- D) Movement

450. (U2C5L5:F3) What are the two basic skills required in drill?

- A) Marching and stationary movement
- B) Stationary movement and formations
- C) Formations and individual positions
- D) Individual positions and stationary movement

451. (U2C5L5:Q1) You are a squad leader. You are drilling your squad in movements that begin with the right foot from the halt position. Which one do you NOT want to call?

- A) About, face
- B) Close interval, march
- C) Column right, march
- D) Right step, march

452. (U2C5L5:Q2) You are one of four platoon leaders in a company formation. Your platoon is directly behind the company commander and guidon bearer. Your squad leaders are to your right rear and are marching one behind the other. What type of formation is it?

- A) Company in column with platoons in column
- B) Company in column with platoons in line
- C) Company in line with platoons in line
- D) Company mass formation

453. (U2C5L5:Q3) You are a platoon sergeant. You are participating in drill practice. Your platoon leader is six steps in front, centered on the platoon, in front of the whole formation, and your position is one step to the rear of the last rank. How are drills being conducted?

- A) Platoon is drilling as a separate unit and is in a column formation
- B) Platoon is drilling as a separate unit and is in a line formation
- C) Platoon is drilling as part of a larger unit and is in a column formation
- D) Platoon is drilling as part of a larger unit and is in a line formation

454. (U2C5L5:Q4) You misunderstood your platoon sergeant's instructions to form in a column formation. You are now in a line formation. If direction was unimportant, which of the following commands would be the easiest, quickest way to change a line formation to a column formation?

- A) "Fall out. In a column formation, fall in"
- B) "Column right, march"
- C) "Right, face"
- D) "Right turn, march"

455. (U2C5L5:V1) What is the definition of the word "drill"?

- A) a precise stepping movement designed to facilitate the efficient movement of formations
- B) drill movements executed while remaining in place
- C) groups of people aligned in a specific pattern
- D) executing a pre-defined set of movements

456. (U2C5L5:V2) What is the definition of the word "formations"?

- A) visual evaluation
- B) drill movements executed while remaining in place
- C) groups of people aligned in a specific pattern
- D) executing a pre-defined set of movements

457. (U2C5L5:V3) What is the definition of the term "stationary movements"?

- A) visual evaluation
- B) drill movements executed while remaining in place
- C) groups of people aligned in a specific pattern
- D) executing a pre-defined set of movements

458. (U2C5L5:V4) What is the definition of the word "marching"?

- A) a precise stepping movement designed to facilitate the efficient movement of formations
- B) drill movements executed while remaining in place
- C) visual evaluation
- D) executing a pre-defined set of movements

459. (U2C5L5:V5) What is the definition of the word "inspection"?

- A) visual evaluation
- B) drill movements executed while remaining in place
- C) groups of people aligned in a specific pattern
- D) executing a pre-defined set of movements

460. (U2C6L1:F1) Those who exercise power and influence are effective leaders.

- A) No. Leaders only need to exercise power to be effective.
- B) Yes. Leaders need equal amounts of power and influence to be effective.
- C) No. Too much power from a leader will cause their followers to shut down; power never works.

461. (U2C6L1:G1) _____ power is power that relies on force or threats or creating fear as a form of control.

- A) Cooperative
- B) Positional
- C) Coercive
- D) Authoritative

462. (U2C6L1:G10) T or F: Referent power is power that relies on force or threats or creating fear as a form of control.

- A) True
- B) False

463. (U2C6L1:G11) The power a person receives as a result of his or her position in the formal hierarchy of an organization is called _____.

- A) Positional authority
- B) Expert power
- C) Referent power
- D) Legitimate power

464. (U2C6L1:G12) Power that comes as a result of specific expertise, knowledge, or special skills is called _____.

- A) Inherited power
- B) Positional power
- C) Expert power
- D) Referent power

465. (U2C6L1:G13) _____ power, frequently used in advertising, is based on admiration.

- A) Positional
- B) Referent
- C) Authoritative

D) Expert

466. (U2C6L1:G2) _____ power is power that relies on giving people something of value in return for cooperation.

- A) Coercive
- B) Positional
- C) Reward
- D) Authority

467. (U2C6L1:G3) What is legitimate power?

- A) The right a person has to citizenship based on birth parent citizenship.
- B) A pattern of behaviors used to influence others.
- C) The power a person receives as a result of his or her position in the formal hierarchy of an organization.
- D) The power a person receives as a result of his or her natural leadership abilities; it is seldom found in formal hierarchy of an organization.

468. U2C6L1:G4) T or F: Legitimate power often can use both coercive and reward power.

- A) True
- B) False

469. (U2C6L1:G5) Explain the concept of "expert power."

- A) Deferring decisions to someone who considers him or herself an expert.
- B) Power that comes from novices in a field.
- C) Power that comes as a result of specific expertise, knowledge, or special skills. Such advice comes from experts in the field.
- D) None of the above.

470. (U2C6L1:G6) _____ power is based on admiration and is frequently used in advertising.

- A) Positional
- B) Referent
- C) Coercive
- D) Expert

471. (U2C6L1:G7) T or F: Controlling or relinquishing power or influence are both two-way approaches to influencing.

- A) True

B) False

472. (U2C6L1:G8) Which influence approach is demonstrated when a leader leaves the room or tunes people out so he or she can neither influence or be influenced by others?

- A) Negative
- B) Positional
- C) Corrective
- D) Defensive

473. (U2C6L1:G9) Which influence approach is best used if there are legal, moral, or ethical considerations that prevent open discussion of an issue?

- A) Directing
- B) Participating
- C) Delegating
- D) Defensive

474. (U2C6L1:Q1) One of your squad mates is mad at you because you forgot to bring part of your uniform to drill. She tells you, "If you don't get yourself together, then you will be kicked out of the squad." Her uniform meets the standard.

Even though she is the same rank as you, what type of power is she trying to use?

- A) Coercive power
- B) Expert power
- C) Referent power
- D) Reward power

475. (U2C6L1:Q2) Cadet Squad Leader Wilson had to work some extra hours, so she was late getting to drill practice. She rushed to practice as soon as her work time was over because she was worried that her squad wouldn't be practicing. When she got there, drill practice was halfway over, and her team leaders were effectively leading drill practice, so she went to finish some counseling paperwork.

What approach did Cadet Wilson use with her power as a squad leader?

- A) Controlling approach
- B) Developmental approach
- C) Defensive approach
- D) Relinquishing approach

476. (U2C6L1:Q3) The rank system in the armed forces is a rigid hierarchy that allows for obedience to orders.

Which source of power does this system most closely reflect?

- A) Coercive power
- B) Reward power
- C) Legitimate power
- D) Expert power

477. (U2C6L1:V1) What is the definition of the term "coercive power"?

- A) when people comply with the wishes of others to get something in return
- B) power resulting from specific expertise, knowledge, or special skills
- C) power that is yielded by fear
- D) a type of power that is used to influence others
- E) power given to the person in the position within the hierarchy

478. (U2C6L1:V2) What is the definition of the term "reward power"?

- A) when people comply with the wishes of others to get something in return
- B) power resulting from specific expertise, knowledge, or special skills
- C) power that is yielded by fear
- D) a type of power that is used to influence others
- E) power given to the person in the position within the hierarchy

479. (U2C6L1:V3) What is the definition of the term "legitimate power"?

- A) when people comply with the wishes of others to get something in return
- B) power resulting from specific expertise, knowledge, or special skills
- C) power that is yielded by fear
- D) a type of power that is used to influence others
- E) power given to the person in the position within the hierarchy

480. (U2C6L1:V4) What is the definition of the term "expert power"?

- A) when people comply with the wishes of others to get something in return
- B) power resulting from specific expertise, knowledge, or special skills
- C) power that is yielded by fear
- D) a type of power that is used to influence others
- E) power given to the person in the position within the hierarchy

481. (U2C6L1:V5) What is the definition of the term "referent power"?

- A) when people comply with the wishes of others to get something in return
- B) power resulting from specific expertise, knowledge, or special skills
- C) power that is yielded by fear
- D) a type of power that is used to influence others
- E) power given to the person in the position within the hierarchy

482. (U2C6L1:V6) What is the definition of the word "relinquishing"?

- A) withdrawing
- B) assuming power
- C) sharing opinion of fact
- D) giving up; submitting

483. (U2C6L1:V7) What is the definition of the word "developmental"?

- A) withdrawing
- B) assuming power
- C) sharing opinion of fact
- D) giving up; submitting

484. (U2C6L1:V8) What is the definition of the word "defensive"?

- A) withdrawing
- B) assuming power
- C) sharing opinion of fact
- D) giving up; submitting

485. (U2C6L2:F1) Which leadership style do you feel most closely matches your personal leadership style?

- A) Directing: Tell team members what to do and how to do it
- B) Participating: Ask opinions of others before making decisions
- C) Delegating: Give decision-making authority to team members

486. (U2C6L2:G1) What are the three leadership styles?

- A) Positioned, Referent, Authoritative
- B) Directing, Participating, Delegating
- C) Passive, Moderate, Aggressive
- D) Dictatorial, Sharing, Servant leadership

487. (U2C6L2:G10) In the situational leadership model, _____ behavior is defined as how much structure, control and supervision the leader provides to the follower.

- A) Coercive
- B) Defensive
- C) Directive
- D) Supportive

488. (U2C6L2:G11) In the situational leadership model, _____ behavior is defined as how much praise, listening, and facilitating the leader provides the follower.

- A) Functional
- B) Positional
- C) Dictatorial
- D) Supportive

489. (U2C6L2:G12) What are the four styles of leadership in Blanchard's situational leadership model?

- A) Demoralizing, coaching, supporting, delegating.
- B) Directing, criticizing, supporting, delegating.
- C) Directing, coaching, supporting, and delegating.
- D) Directing, coaching, sustaining, and delegating.

490. (U2C6L2:G2) What is a leadership style?

- A) The way in which you control or relinquish power
- B) The pattern of behaviors one uses to influence others
- C) The two-way approach to influencing others
- D) A method for teaching followership skills

491. (U2C6L2:G3) Explain the directing style of leadership.

- A) They tell their team what to do, how to do it, and when and where to get it done. These leaders do not get ideas from others, and they supervise the team closely.
- B) They seek advice from others yet still make a final decision.
- C) They delegate tasks to mature followers.
- D) They use all three leadership styles depending on their audience.

492. (U2C6L2:G4) When is a directing leadership style most appropriate to use?

- A) When the team has depth in experts and experience.
- B) When time is ample, the leader is new, and the team lacks experience.
- C) When time is short, when the leader is an expert, when the team lacks experience, and when the team needs direction.
- D) When the team is competent and supports the leader's goals.

493. (U2C6L2:G5) What is the participating style of leadership?

- A) They are confident in their teams and they delegate most work to subordinates.
- B) They seek advice from others yet still make the final decisions and are responsible for those decisions.
- C) The leader praises, listens to, and mentors subordinates.
- D) They tell their team what to do, when to do it, how to do it. They closely supervise the team.

494. (U2C6L2:G6) When is the participating style of leadership most warranted?

- A) When the team is competent and supports the leader's goals.
- B) When the team is immature and needs to learn small-group dynamics.
- C) When the team is easily coached and manipulated into supporting the leader's goals.
- D) When the leadership is too busy to supervise and wants to delegate tasks.

495. (U2C6L2:G7) What is the delegating style of leadership?

- A) This leader is a micromanager who wants to control all tasks.
- B) This leader lets mature followers or team members perform delegated tasks.
- C) A delegating leader invites input from all members and puts every action to a vote.
- D) This leader delegates tasks and responsibility to an immature team in order to develop skills in them.

496. (U2C6L2:G8) T or F: Effective leaders use all three leadership styles, depending on their followers.

- A) True
- B) False

497. (U2C6L2:G9) Leadership styles in the situational leadership model are based on the leader providing either _____ or _____ behaviors.

- A) Commanding or supportive
- B) Directive or non-supportive
- C) Controlling or enabling
- D) Directive or supportive

498. (U2C6L2:Q1) You are a Cadet platoon sergeant. One of your squad leaders is excited about teaching his first drill lesson.

When he asks you, "What leadership style do you think I'll have to use with my squad of new Cadets," what should you tell him?

- A) Coaching, but be prepared to apply all of them.
- B) Directing, but be prepared to apply all of them.
- C) Supporting, but be prepared to apply all of them.
- D) Delegating, but be prepared to apply all of them.

499. (U2C6L2:Q2) Read the situation below and determine which leadership style is being used.

Your platoon sergeant gave you and the other squad leaders the mission to set up the platoon area as long as it was completed by the time she got back.

- A) Delegating
- B) Directing
- C) Participating
- D) Supporting

500. (U2C6L2:Q3) During drill practice, the squad leader could tell that Cadet Ripley was getting bored doing the same drill movements over and over. The Squad Leader stopped the formation and ordered Cadet Ripley "front and center." He then told Cadet Ripley to take over and march the squad while the squad leader supervises and coaches him. Cadet Ripley replied, "But I've only done this once before."

What is Cadet Ripley's developmental level?

- A) Level 1 - Low
- B) Level 2 - Low to moderate
- C) Level 3 - Moderate to high
- D) Level 4 - High

501. (U2C6L2:Q4) You are a platoon leader. You have to decide if your platoon will participate in a civic project. Your squad leaders don't know anything about the project requirements, but they usually agree with your decisions. You have two weeks to decide. What leadership style should you use to make the decision?

- A) Delegating
- B) Directing
- C) Participating

502. (U2C6L2:V1) Directing

Vocabulary Matching - Question 1

1. directing	A. patterns of behavior that a leader uses to influence a team or group of followers
2. delegating	B. a leadership style where the leader consults with others before making a decision
3. leadership style	C. a leadership style where the leader tells team members what to do and how to do it
4. participating	D. a leadership style where the leader gives decision-making authority to others

- A)
- B)
- C)
- D)

503. (U2C6L2:V2) Delegating

Vocabulary Matching - Question 2

1. directing

2. delegating

3. leadership style

4. participating

A. patterns of behavior that a leader uses to influence a team or group of followers

B. a leadership style where the leader consults with others before making a decision

C. a leadership style where the leader tells team members what to do and how to do it

D. a leadership style where the leader gives decision-making authority to others

- A)
- B)
- C)
- D)

504. (U2C6L2:V3) Leadership Style

Vocabulary Matching - Question 3

- | | |
|---------------------|---|
| 1. directing | A. patterns of behavior that a leader uses to influence a team or group of followers |
| 2. delegating | B. a leadership style where the leader consults with others before making a decision |
| 3. leadership style | C. a leadership style where the leader tells team members what to do and how to do it |
| 4. participating | D. a leadership style where the leader gives decision-making authority to others |

- A)
- B)
- C)
- D)

505. (U2C6L2:V4) Participating

Vocabulary Matching - Question 4

- | | |
|---------------------|---|
| 1. directing | A. patterns of behavior that a leader uses to influence a team or group of followers |
| 2. delegating | B. a leadership style where the leader consults with others before making a decision |
| 3. leadership style | C. a leadership style where the leader tells team members what to do and how to do it |
| 4. participating | D. a leadership style where the leader gives decision-making authority to others |

- A)
- B)
- C)
- D)

506. (U2C6L3:F1) Management is the process of planning, organizing, coordinating, directing, and controlling resources to accomplish a mission. How do you rate your strength in these areas?

- A) I'm strong in all 5
- B) I'm strong in 4/5
- C) I'm strong in 3/5
- D) I'm strong in 2/5
- E) I'm strong in 1/5
- F) I don't think I am strong in any of those qualities

507. (U2C6L3:G1) Name four management resources.

- A) Superiors, subordinates, affiliates, acquaintances
- B) Time, money, material, people
- C) Time, money, material, underlings
- D) Time, money, management skills, people

508. (U2C6L3:G2) What is the most important resource available to a leader?

- A) Time
- B) Money
- C) Material
- D) People (or manpower)

509. (U2C6L3:G3) The five management principles are divided into two stages:_____ and _____.

- A) Preparation and implementation
- B) Organization and execution
- C) Preparation and execution
- D) Organization and implementation

510. (U2C6L3:G4) What technique below would NOT be a visualizing technique used when planning a mission?

- A) Rehearsing all the steps to see how a mission will turn out
- B) Trying to see in one's imagination how to accomplish a mission
- C) Meditating to relieve stress before undertaking a mission
- D) Trying to picture in one's mind the successful completion of a mission, to include every detail leading up to one's conclusion

511. (U2C6L3:G5) What does it mean to "allocate" resources?

- A) To find supplies of resources
- B) To gather together resources
- C) To identify, set aside, and gather required resources according to plan
- D) To list all resources that will be needed for a project

512. (U2C6L3:G6) T or F: Leaders have direct control over the managerial actions of their teammates.

- A) True
- B) False

513. (U2C6L3:G7) Time, money, materiel, and people are the four _____.

- A) Leadership tools
- B) People management tools
- C) Prongs of successful management
- D) Management resources

514. (U2C6L3:G8) T or F: Manpower, or people, is the most valuable management resource available to a leader.

- A) True
- B) False

515. (U2C6L3:G9) To _____ is to identify, set aside, earmark, and distribute resources according to a plan.

- A) Budget
- B) Spending plan
- C) Allocate
- D) Plan

516. (U2C6L3:Q1) Read carefully the following paragraph and select the option (A-D) that indicates which management principle is described.

Leaders compare the tasks being performed by their team with the factors involved in accomplishing their mission. Based on the team's progress, leaders may: continue with the plan; modify the plan and continue; or stop the action and start over. Since it is the leader's responsibility to ensure that the team's objectives are met and are to standard, it is a continuous part of management.

- A) Coordinating
- B) Controlling
- C) Directing
- D) Organizing

517. (U2C6L3:Q2) As a leader, you use your organization skills to execute your plans. Identify the organizing factors used in the directions below. Select the correct set of organizing factors for the situation below.

Kelly, Kent, and Tony have done this kind of work before, you will work on the King Project.

Zachary and Kim, you will finish the Turner Project.

- A) Develop a working structure
- B) Determine each task
- C) Select personnel
- D) Set priorities

518. (U2C6L3:Q3) Read the following paragraph and indicate which management principle (A-D) is described.

Sergeant Fox tried to visualize, examine, consider, realize, and reflect on the factors involved to accomplish his mission. He knew he would have a lot of work to do before anything actually got accomplished. He had to define the squad's objective; study the situation; list and examine possible courses of action; and select the course of action that would accomplish his objective.

- A) Planning
- B) Organizing
- C) Coordinating
- D) Controlling

519. (U2C6L3:Q4) Though it may be in written or spoken form, leaders manage their people by directing them. A leader who needs someone to do something that he cannot require them to do is actually asking them for assistance.

Which type of directing is this?

- A) Demand
- B) Request
- C) Suggestion
- D) Volunteer

520. (U2C6L3:Q5) As a leader, you use your organization skills to execute your plans. Identify the organizing factors used in the directions below. Select the correct set of organizing factors for the situation below.

Steven, go to the bank and make a deposit. Then go to the office supply store and buy staples and paper. Finally, stop at the warehouse and wait for the new equipment to arrive.

- A) Develop a working structure
- B) Set priorities

- C) Select personnel
- D) Allocate resources

521. (U2C6L3:Q6) As a leader, you use your organization skills to execute your plans. Identify the organizing factors used in the directions below. Select the correct set of organizing factors for the situation below.

Susan, take the Green Van, the laptop and the projector. Nelson, take the sedan, the posters, and the art supplies. I'll ride with Chet in the truck, and we'll bring the rest of the equipment.

- A) Develop a working structure
- B) Allocate resources
- C) Selecte personnel
- D) Set priorities

522. (U2C6L3:V1) What is the definition of the word "management"?

- A) the act of managing; control or direction
- B) something that absolutely must be done
- C) to form a mental image
- D) to put off or delay
- E) a source of help or supply

523. (U2C6L3:V2) What is the definition of the word "resources"?

- A) the act of managing; control or direction
- B) something that absolutely must be done
- C) to form a mental image
- D) to put off or delay
- E) a source of help or supply

524. (U2C6L3:V3) What is the definition of the word "visualize"?

- A) the act of managing; control or direction
- B) something that absolutely must be done
- C) to form a mental image
- D) to put off or delay
- E) a source of help or supply

525. (U2C6L3:V4) What is the definition of the word "procrastinate"?

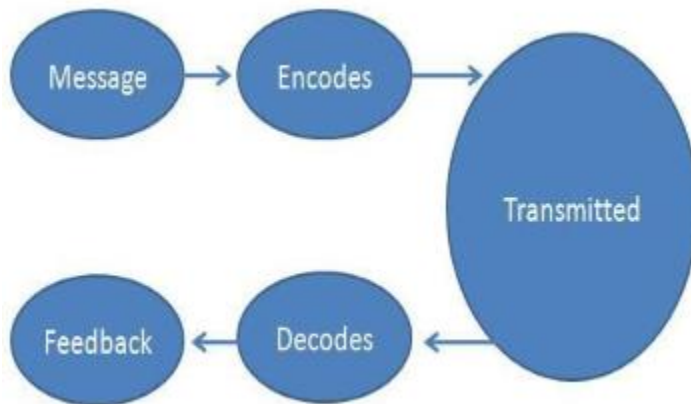
- A) the act of managing; control or direction
- B) something that absolutely must be done
- C) to form a mental image

- D) to put off or delay
- E) a source of help or supply

526. (U2C6L3:V5) What is the definition of the word "mandatory"?

- A) the act of managing; control or direction
- B) something that absolutely must be done
- C) to form a mental image
- D) to put off or delay
- E) a source of help or supply

527. (U2C6L4:F1) What process does this graphic represent?



- A) Transference Process
- B) Intelligence Process
- C) Emotional Process
- D) Communication Process

528. (U2C6L4:G1) T or F: Feedback to subordinates is most effective when it is immediate.

- A) True
- B) False

529. (U2C6L4:G10) Name the four levels of communication.

- A) Direct, indirect, subliminal, overt
- B) Superficial, fact, thought, feeling
- C) Intuitive, sub-conscious, non-verbal, verbal
- D) Fact, intuition, feeling, rational

530. (U2C6L4:G11) T or F: Feedback is most effective when it is immediate.

- A) True
- B) False

531. (U2C6L4:G12) Name three characteristics of informative feedback.

- A) Is limited, includes specific behaviors, and provides suggestions.
- B) Describes all incorrect behaviors, lists many behaviors, and allows the subject to make a choice of which behavior to address.
- C) Is limited, includes specific behaviors, and demands specific actions.
- D) Describes all incorrect behaviors, lists many behaviors, and demands specific actions.

532. (U2C6L4:G13) What is the final closing point to the feedback process?

- A) Write up an after-action report to document your feedback.
- B) Checking the reviewer's perceptions about your feedback.
- C) Check back after the receiver has finished the task to see that the receiver incorporated your feedback.
- D) There is no closing point; all feedback is ongoing.

533. (U2C6L4:G2) _____ is defined as the transference of understanding of a meaning.

- A) Listening
- B) Communication
- C) Talking
- D) Debate

534. (U2C6L4:G3) Communication has two parts: _____ and understanding.

- A) Sending
- B) Transference
- C) Comprehension
- D) Dissention

535. (U2C6L4:G4) What do we mean when we say a person has a high degree of "emotional intelligence?"

- A) That person is academically very smart.
- B) That person is highly driven by his or her emotions.
- C) A person who suffers from manic depression.
- D) A person aware that emotions are part of his or her reactions.

536. (U2C6L4:G5) Name the five competencies for managing emotions.

- A) Self-awareness, self-regulation, self-motivation, empathy and effective relationships
- B) Self-enlightenment, self-discipline, self-esteem, empathy, and effective relationships
- C) Self-awareness, self-regulation, self-motivation, sympathy, and effective communication skills
- D) None of the above

537. (U2C6L4:G6) What is self-awareness?

- A) An awareness of one's body type.
- B) An awareness of one's limitations.
- C) An awareness of one's own emotions and where they are coming from.
- D) An awareness of how others perceive you and the ability to change to match their perceptions.

538. (U2C6L4:G7) What is self regulation?

- A) The ability to control one's emotions effectively rather than ignoring them or pushing them aside.
- B) The ability of the body to maintain a constant temperature.
- C) The ability to control one's intellect for effective learning.
- D) The ability to control one's breathing to induce a state of relaxation or meditation.

539. (U2C6L4:G8) _____ means being energetic and ambitious and able to make plans and get things done without being directed by others.

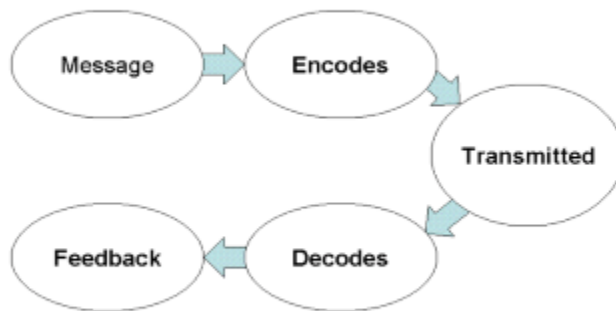
- A) Self-motivation
- B) Motivation
- C) Self-esteem
- D) Driven

540. (U2C6L4:G9) _____ is the ability to experience the feelings of others and to share your feelings with others to improve the communication process.

- A) Empathy
- B) Sympathy
- C) Understanding
- D) Telepathy

541. (U2C6L4:Q1) In World War II, our armed forces used Native Americans from the Navajo tribe to send Top Secret messages over the radio in their native language. The Axis Powers intelligence forces did not have anyone who spoke the language of the Navajo, so they could not determine what information was contained in the messages. What parts of the communication process were these Native Americans?

The Communication Process

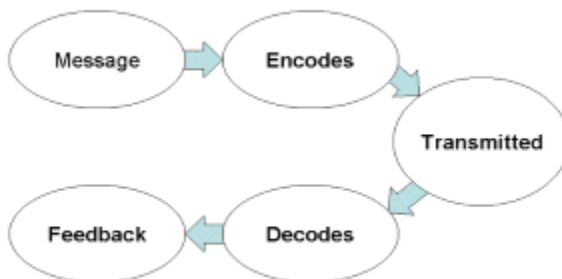


- A) Encodes and Decodes
- B) Encodes and Transmit
- C) Message and Feedback
- D) Decodes and Feedback

542. (U2C6L4:Q2) When a radio message ends with, "Wilco, Out" it means "I have received your message and will comply; this is the end of the message and you don't have to reply."

What part of the communication process is "Wilco, Out"

The Communication Process



- A) Message
- B) Encode
- C) Decode
- D) Feedback

543. (U2C6L4:Q3) George was standing in line at the Toy Store after buying his niece a

birthday present. A real pushy person cut in to the front of the line. Though he could feel his anger growing, George took a deep breath; then he told himself that he wasn't in a hurry, and if an adult cuts in line, then that person probably has some serious maturity issues. He didn't say anything.

Which emotion management skill is George applying?

- A) Empathy
- B) Self-awareness
- C) Self-motivation
- D) Self-regulation

544. (U2C6L4:Q4) Providing effective feedback, both positive and constructive, is a key part of the communication process.

Which of the following is not an effective method of providing effective feedback?

- A) Ask permission: "May I talk to you about something I observed in your performance?"
- B) Focus on specific behaviors: "You seemed to be anxious at the start of the exam."
- C) Get feedback from more than one source to validate the feedback.
- D) Provide feedback immediate after a message has been sent; an action has been completed; or when feedback is primarily negative.

545. (U2C6L4:V1) Choose the term that best matches the definition below.

"Sharing of information."

- A) transference
- B) communication
- C) decodes
- D) emotional intelligence

546. (U2C6L4:V2) Choose the word that best matches the definition below.

"The act of moving from one place to another."

- A) communication
- B) transference
- C) encodes

D) feedback

547. (U2C6L4:V3) Choose the word that best matches the definition below.

"A communication transmitted between persons by written or spoken word, signals, and so on."

- A) decodes
- B) feedback
- C) message
- D) transference

548. (U2C6L4:V4) Choose the word that best matches the definition below.

"Converts"

- A) decodes
- B) transmitted
- C) encodes
- D) message

549. (U2C6L4:V5) Choose the term that best matches the definition below.

"Sent from one person to another."

- A) communication
- B) emotional intelligence
- C) encodes
- D) transmitted

550. (U2C6L4:V6) Choose the word that best matches the definition below.

"Translates"

- A) encodes
- B) transmitted
- C) transference
- D) decodes

551. (U2C6L4:V7) Choose

the term that best matches the definition below.

"Verifying that a message was received in the manner it was intended."

- A) feedback
- B) emotional intelligence
- C) message
- D) transmitted

552. (U2C6L4:V8) Choose the term that best matches the definition below.

"The ability for one to monitor their emotions and use information about those emotions to guide one's thinking and actions."

- A) feedback
- B) emotional intelligence
- C) communication
- D) message

553. (U2C6L5:F1) Of these choices, which motivates you to do something the most?

- A) To satisfy your own needs
- B) The opportunity to win a reward
- C) A friend or group's desire
- D) A worthy cause

554. (U2C6L5:G10) Name a factor that creates assurance among subordinates that good performance will be rewarded.

- A) Check and evaluate the performance.
- B) Use consistent rewards to improve performance.
- C) Understand that task completion is often its own reward.
- D) All of the above

555. (U2C6L5:G11) Give examples of intangible rewards that can be given to subordinates for jobs well done.

- A) Money, food, or release time from drill.
- B) Ribbons, certificates of achievement, public notice of their performance.
- C) Rewards should not be given because they show preferential treatment.
- D) Praise, a compliment, a pat on the back, positive feedback, etc.

556. (U2C6L5:G12) Name tangible rewards that can be presented to subordinates to reward jobs that are well done.

- A) Praise, a compliment
- B) A pat on the back, positive feedback
- C) Ribbons, medals, plaques, free-time, special privileges, etc.
- D) Public recognition, a word of thanks

557. (U2C6L5:G13) T or F: Delegating the planning of events to subordinates is a motivation technique of leadership.

- A) True
- B) False

558. (U2C6L5:G14) T or F: In order for leaders to motivate followers, leaders must satisfy personal needs of subordinates as well as their work-related goals.

- A) True
- B) False

559. (U2C6L5:G15) _____ is the mental, emotional, and spiritual state of an individual or group of individuals.

- A) Group think
- B) Team spirit
- C) Espirit d'corps
- D) Morale

560. (U2C6L5:G16) Another name for delegating authority is the _____ approach.

- A) Shared leadership
- B) Power up
- C) Power down
- D) Power to the people

561. (U2C6L5:G2) T or F: Rewarding team members who support unit tasks by giving them ribbons, medals, or certificates is effective because doing so satisfies social needs and serves as a motivator.

- A) True
- B) False

562. (U2C6L5:G3) If a leader must counsel subordinates for negative behaviors, when and where should that counseling take place?

- A) Counseling should take place instantly and in public so the subordinate will learn the lesson immediately.
- B) Wait a week and then counsel the subordinate in private.
- C) Counseling should take place as soon as possible and in a small-group sitting.
- D) It should take place as quickly as possible after an infraction, and it should take place in private to prevent public humiliation.

563. (U2C6L5:G4) What is "morale?"

- A) The point or purpose of a lesson or learning objective
- B) The values that motivate you to do a good job
- C) The mental, emotional and spiritual state of an individual; how a person feels
- D) The biological or physical state of a person

564. (U2C6L5:G5) T or F: Leaders should give their teams tough problems and let the team wrestle with the problem.

- A) True
- B) False

565. (U2C6L5:G6) T or F: Allowing subordinates to help plan future events is one technique of motivating them.

- A) True
- B) False

566. (U2C6L5:G7) T or F: People cannot focus on their jobs if they are occupied with personal concerns, so good leaders alleviate the causes of personal concern.

- A) True
- B) False

567. (U2C6L5:G8) T or F: Statistics that prove the effectiveness of the unit should always be used to evaluate units and to motivate subordinates.

- A) True
- B) False

568. (U2C6L5:G9) Another name for a "power down" approach to authority is _____.

- A) To hide one's leadership approach to better work with others
- B) To not use one's positional authority to accomplish a task
- C) Delegating
- D) Micromanaging

569. (U2C6L5:Q1) Read carefully the following paragraph and select the option (A-D) that indicates which Principle of Motivation is described.

Sergeant Jones knew that his team leaders would find their tasks to be extremely difficult. However, he also knew that they trusted him to help them develop their leadership and management skills. He wouldn't do the tasks for them, but he would be there to provide hints and mentor them when necessary, and he would always do his best to communicate his belief in them.

- A) Have subordinates participate in the planning of upcoming events.
- B) Use positive peer pressure to work for you, the leader, and the unit.
- C) Give subordinates tough problems, and challenge them to wrestle with them.
- D) Set the example in all things.

570. (U2C6L5:Q2) Privates Rawlings and Rice always seem to be the reasons for their squad not completing its missions. The other squad members have tried several times to get them to perform their best, but they just don't seem interested. Their squad leader has tried the "carrot" and other positive approaches to motivate them, but now feels she has to use the "stick" in the form of counseling.

Prior to the next squad task, what should she do?

- A) Threaten them with negative consequences if they don't perform as they should.
- B) Be certain that the task, mission, and standard are clearly communicated.
- C) Remind the entire squad that rewards are earned.
- D) Talk to the other squad members about using positive peer pressure.

571. (U2C6L5:Q3) A Cadet in your squad, Private Adams, got a medal for completing a task. You had a harder task, but you didn't get one. You asked your squad leader, "Why not?" He told you: "Even though his performance is usually not good, I gave Private Adams a medal because he did a great job on this task. I know it was an easier task that you did, but you already have a bunch of medals, and he didn't have any. I did tell you "Great job!" when you were finished, and I meant that. However, Private Adams needed something special to make him feel like he is an important part of this squad and to give him some hope for the future."

Did your squad leader do the right thing? Why or why not? Select the answer (A-D) that is most correct.

- A) No. Private Adams prior performance was not good, so he should not have given him a medal.
- B) No. He should also have given a medal to both of them.
- C) Yes. He was trying to improve Private Adams' performance, and by rewarding him with a medal for doing a great job, he also is showing Private Adams the benefits of good performance.
- D) Yes. Everyone deserves medals for doing a good job.

572. (U2C6L5:V1) Alleviate

Vocabulary Matching - Question 1

1. alleviate	A. complete
2. complement	B. to relieve
3. intangible	C. to form an opinion without knowing or in spite of the facts
4. prejudicial	D. that which has a value not dependent on physical makeup

- A)
- B)
- C)

D)

573. (U2C6L5:V2) Complement

Vocabulary Matching - Question 2

1. alleviate	A. complete
2. complement	B. to relieve
3. intangible	C. to form an opinion without knowing or in spite of the facts
4. prejudicial	D. that which has a value not dependent on physical makeup

A)

B)

C)

D)

574. (U2C6L5:V3) Intangible

Vocabulary Matching - Question 3

1. alleviate

A. complete

2. complement

B. to relieve

3. intangible

C. to form an opinion without knowing or in spite of the facts

4. prejudicial

D. that which has a value not dependent on physical makeup

- A)
- B)
- C)
- D)

575. (U2C6L5:V4) Prejudicial

Vocabulary Matching - Question 4

- | | |
|----------------|--|
| 1. alleviate | A. complete |
| | B. to relieve |
| 2. complement | C. to form an opinion without knowing or in spite of the facts |
| 3. intangible | |
| 4. prejudicial | D. that which has a value not dependent on physical makeup |

- A)
- B)
- C)
- D)

[Answer Key]

- 1. -
- 2. C
- 3. D
- 4. B
- 5. A
- 6. C
- 7. C
- 8. D
- 9. A
- 10. C
- 11. C

12. E
13. C
14. A
15. D
16. B
17. -
18. D
19. C
20. B
21. B
22. B
23. A
24. C
25. D
26. A
27. A
28. A
29. B
30. D
31. D
32. C
33. D
34. A
35. B
36. C
37. C
38. A
39. A
40. B
41. C
42. A
43. A
44. B
45. B
46. A
47. A
48. D
49. C
50. A
51. A
52. D
53. D
54. A
55. B

56. A
57. B
58. A
59. A
60. A
61. C
62. B
63. D
64. A
65. D
66. A
67. A
68. C
69. C
70. B
71. D
72. D
73. A
74. A
75. C
76. B
77. D
78. B
79. D
80. C
81. D
82. B
83. A
84. C
85. D
86. B
87. B
88. C
89. A
90. A
91. C
92. C
93. D
94. B
95. B
96. A
97. C
98. D
99. A

100. B
101. B
102. D
103. D
104. B
105. C
106. B
107. A
108. D
109. B
110. C
111. B
112. D
113. B
114. D
115. C
116. A
117. A
118. C
119. A
120. D
121. B
122. C
123. C
124. B
125. D
126. C
127. D
128. C
129. A
130. A
131. B
132. D
133. A
134. A
135. D
136. B
137. A
138. C
139. B
140. A
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