

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: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.

3. (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.

4. (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.

5. (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 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.

6. (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.

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

- A) Inspiration
- B) Direction
- C) Values
- D) Purpose

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

- A) Authority
- B) Direction
- C) Motivation
- D) Purpose

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

- A) Motivation
- B) Influence
- C) Leadership
- D) Discipline

10. (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

11. (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

12. (U2C1L1:V1) Behavior

Vocabulary Matching - Question 1

1. behavior

A. the ability to influence 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. an 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 2

1. behavior

2. direction

3. leadership

4. motivation

5. purpose

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

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

C. an explicit instruction

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

E. the manner of conducting oneself

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

14. (U2C1L1:V3) Leadership

Vocabulary Matching - Question 3

- | | |
|---------------|---|
| 1. behavior | A. the ability to influence 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. an 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 4

- | | |
|---------------|---|
| 1. behavior | A. the ability to influence 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. an 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

- | | |
|---------------|---|
| 1. behavior | A. the ability to influence 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. an 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. (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.

18. (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.

19. (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.

20. (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.

21. (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.

22. (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

23. (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

24. (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

25. (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

26. (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

27. (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

28. (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.

29. (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)

30. (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.

31. (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.

32. (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

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

- A) True
- B) False

34. (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.

35. (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.

36. (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.

37. (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.

38. (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

39. (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

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

- A) True
- B) False

41. (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.

42. (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.

43. (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.

44. (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."

45. (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

46. (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

47. (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

48. (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

49. (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

[Answer Key]

- 1. -
- 2. D
- 3. A
- 4. C
- 5. C
- 6. C
- 7. D
- 8. B
- 9. A
- 10. C
- 11. C
- 12. E
- 13. C
- 14. A
- 15. D
- 16. B
- 17. B
- 18. D
- 19. C

- 20. A
- 21. A
- 22. C
- 23. A
- 24. D
- 25. B
- 26. C
- 27. -
- 28. D
- 29. B
- 30. C
- 31. C
- 32. B
- 33. A
- 34. A
- 35. D
- 36. B
- 37. C
- 38. B
- 39. C
- 40. A
- 41. A
- 42. A
- 43. C
- 44. B
- 45. E
- 46. B
- 47. D
- 48. C
- 49. A