

The NCO Leadership Center of Excellence
Basic Leader Course
Form 1009A - Assessing Attributes and Competencies

Name:		Student Number:	Date:
Instructors:			
Assessing Attributes and Competencies			
<p>The 1009A assesses the areas on the new DA Form 1059 Part II (blocks f – k) and will be used for qualitative purposes only on the DA Form 1059 Academic Evaluation Report. Ratings within these areas will contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing determination but will not be applied any quantitative value contributing to GPA. Students are assessed on leadership attributes and competencies using the 1009A throughout the entire course. At the end of the course, instructors will complete the 1009A block for that phase and will provide feedback to the student with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute / competency will not be added to the score of another attribute / competency (i.e. Character will not be added to Presence). This form will produce six separate ratings, one for each attribute / competency as explained below.</p> <p>References: FM 6-22, ADP 6-22, ADRP 6-22, AR 623-3, DA PAM 623-3, TRADOC Pam 525-8-2, and the American Association of Colleges & Universities (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics.</p>			

Attributes of Leadership

f. CHARACTER/ACCOUNTABILITY

CHARACTER: Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. Character is a critical component of being a successful US Army leader. Character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience. Character is reflected in a US Army professional's dedication and adherence to the US Army Ethic and the US Army Values.

ACCOUNTABILITY: Leaders employ character when all decisions, big or small, are analyzed for ethical consequences. One must have the knowledge of how to address the consequences. This knowledge comes from the US Army Ethic, personal experience, and others' guidance. Army ethics develops strong character, ethical reasoning, and decision-making, empathy for others and the self-discipline to always do what is right. The understanding that Soldiers are individually accountable not only what is done, but also for what might not be done.

g. PRESENCE/COMPREHENSIVE FITNESS

PRESENCE: The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence, and resilience. Strong presence is important as a touchstone for subordinates, especially under duress.

COMPREHENSIVE FITNESS: Soldiers and leaders develop and maintain individuals. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.

h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING

INTELLECT: The leader's intellect affects how well a leader thinks about problems, creates solutions, makes decisions, and leads others. Each leader needs to be self-aware of strengths and limitations and apply them accordingly. Being mentally agile helps leaders address changes and adapt to the situation and the dynamics of operations. Judgment, as a key component of intellect, is an ability to make considered decisions and come to sensible conclusions. Leaders can reflect on how they think and better foster the development of judgment in others.

CRITICAL THINKING & PROBLEM SOLVING: Problem solving, critical and creative thinking, and ethical reasoning are the thought processes involved in understanding, visualizing, and directing. Critical thinking ensures that the person is engaged in the learning process, critically considering the information or practice of skills. Critical thinking requires analysis, comparisons, contrasting ideas, making inferences and predictions, evaluating the strength of evidence, and drawing conclusions. It also requires the self-discipline to use reason and avoid impulsive conclusions.

Competencies of Leadership

i. LEADS/COMMUNICATION & ENGAGEMENT

LEADS: Leads others involves influencing Soldiers and Army Civilians in the leader's organization. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment.

COMMUNICATION & ENGAGEMENT (oral, written, and negotiation): Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge necessary for continuous improvement. Engagement is characterized by a comprehensive commitment to transparency, accountability, and credibility.

j. DEVELOPS/COLLABORATION

DEVELOPS: Leaders create a positive environment and inspire an organization's climate and culture. Leader prepare themselves and encourage improvement in leading and other areas of leader responsibility. Leaders develop others to assume greater responsibility or achieve higher expertise. A leader is a steward in the profession and maintains professional standards and effective capabilities for the future.

COLLABORATION: Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict.

k. ACHIEVES/LIFE LONG LEARNER

ACHIEVES: Gets results and accomplishes tasks and missions on time and to standard. Getting results is the goal of leadership while leading people and creating positive conditions. This requires the right level of delegation, empowerment, and trust balanced against the mission.

LIFE LONG LEARNER (includes digital literacy): Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously. Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army's missions. Digital literacy skills are developed at initial entry and increase progressively at each career level.

Assessment Standards

FAR EXCEEDED STANDARDS: Consistently performs extraordinarily above the required US Army standards and organizational goals of leader competencies and attributes; leadership enables unit to far surpass required organizational and US Army standards; demonstrated performance epitomizes excellence in all aspects; this student consistently takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact and enduring effect on the mission, their classmates/peers, the unit, and the US Army; demonstrated by the best of the upper third of students in the same course. This rating is reserved for those students that clearly separate themselves from their peers and must be supported with instructor comments.

EXCEEDED STANDARDS: Often performs above the required US Army standards and organizational goals of leader competencies and attributes; this student often takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact on the mission, their classmates/peers, the unit, and the US Army; this level of performance is not common, typically demonstrated by the upper third of students of the same course.

MET STANDARDS: Successfully achieves and maintains the required US Army standards and organizational goals of leader competencies and attributes; effectively meets and enforces standards for the academy and takes appropriate initiative in applying the leader competencies and attributes; results have a positive impact on the mission of the organization, classmates/peers, and the US Army; this level of performance is considered normal and typically demonstrated by a majority of students in the same course.

DID NOT MEET STANDARDS: Fails to meet or maintain the required US Army standards and organizational goals of leader competencies and attributes; does not enforce or meet standards for the organization; exhibits/display minimal or no effort; actions often have a negative effect on the classroom environment, classmates/peers, and the US Army. Did not meet that standard is reserved for those students that do not meet the standard and must be supported with instructor comments.

The examples listed in each of the attributes and competencies are not to be considered all-inclusive or a specific requirement.

Each student will receive a scored 1009A upon completion of each phase. They will be scored on the six (6) attributes and competencies listed: Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; and Achieves/Life Long Learner. Each Attribute and Competency is scored as follows:

Far Exceeds: 25; Exceeds: 23; Met the Standard: 18; Did Not Meet: 0.

At the end of the course, each student will have a total of four (4) scores for each of the attributes and competencies. The sum of these four scores will determine what rating to mark on the 1059 for the Part II, blocks f thru k. The following scale will determine the overall rating:

Far Exceeds: 96 - 100 Exceeds: 90 - 95 Met: 70 - 89 Did Not Meet: 69 and Below.

The overall sum of all attributes and competencies will be the number used on the **Eligibility Scale** below in determining students' eligibility for ranking (i.e. **Commandant's List, Superior Academic, or Achieved Course Standards** (see **eligibility criteria** from the CMP and below). Students must achieve **480** total points on the 1009A to compete for Commandants List and Superior Academic Achievement.

An example for the Character/Accountability attribute earned:

Foundation Phase: 25 points
Leadership Phase: 23 points
Readiness Phase: 18 points
Assessment Phase: 18 points

Total score for this attribute and competency is **84**.

This equates to a **Met Standard** rating for the Character/Accountability attribute on the DA Form 1059.

Eligibility Scale

Commandant's List

&

Superior Academic Achievement

480 - 600

Reference DA Form 1059 Part II f. Character/Accountability

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently considerate to others.</p> <p>Proactively takes care of classmates.</p> <p>Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p>Consistently displays the ability to see things from another person's point of view.</p> <p>Consistently demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p>Consistently takes accountability for his/her own professional development.</p> <p>Consistently displays respect for others; remains firm, impartial, and fair.</p> <p>Consistently adds value to the learning environment on a daily basis; always makes dialogical contributions congruent to assigned readings.</p> <p>Consistently displays a selfless commitment to the course, small group, and entire class.</p> <p>This leader extraordinarily builds credibility with peers and enhances trust within organization. Has an unwavering and consistent commitment to the goals of the institution and the US Army.</p> <p>Consistently presents the truth in an appropriate and tactful manner, even if unpopular or difficult.</p> <p>Consistently develops and shares systems with others on his/her own time.</p> <p>Clearly the leader of leaders.</p>	<p>Often displayed considerate to others.</p> <p>Proactively takes care of classmates.</p> <p>Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p>Often displays the ability to see things from another person's point of view.</p> <p>Often demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p>Often takes accountability for his/her own professional development.</p> <p>Often displays respect for others; remains firm, impartial, and fair.</p> <p>Often adds value to the learning environment; makes dialogical contributions congruent to assigned readings.</p> <p>Often displays a selfless commitment to the course, small group, and student body.</p> <p>This leader often builds credibility with peers and enhances trust within organization. Has an unwavering commitment to the goals of the institution and the US Army.</p> <p>Often presents the truth in an appropriate and tactful manner, even if unpopular or difficult.</p>	<p>Displays considerate to others.</p> <p>Proactively takes care of classmates.</p> <p>Makes ethical, effective, and efficient decisions, even under challenging conditions (e.g. personal views conflict with Army moral principles).</p> <p>Displays the ability to see things from another person's point of view.</p> <p>Demonstrates the capability to identify with, and understand another person's feelings, and emotions.</p> <p>Accepts accountability for his/her own professional development.</p> <p>Displays respect for others; remains firm, impartial, and fair.</p> <p>Adds value to the learning environment; makes dialogical contributions congruent to assigned readings.</p> <p>Displays a selfless commitment to the course, small group, and student body.</p> <p>This leader builds credibility with peers and enhances trust within organization. Has an unwavering commitment to the goals of the institution and the US Army.</p> <p>Creative or innovative capacity is evident in some proposed solutions.</p>	<p>Inconsiderate to others; rarely helps others in need; makes unethical, ineffective, and inefficient decisions (e.g. cheats, ignores prudent risk in mission planning, wastes time).</p> <p>Does not attempt to view situations from the point of view of another or identify with, and enter into another person's feelings and emotions.</p> <p>Does not take accountability for their own professional development.</p> <p>Disrespects others; displays impartiality and unfairness to others.</p> <p>Did not attempt to add value to the learning environment; makes dialogical contributions congruent to assigned readings.</p> <p>This leader does not build credibility with peers and enhance trust within organization. Did not display an unwavering commitment to the goals of the institution and the US Army.</p> <p>Had to be reminded of organizational standards and discipline.</p> <p>Engages in inappropriate actions or actions are inconsistent with words.</p> <p>Solutions usually do not take into account the elements and standards of critical reasoning.</p>

Reference DA Form 1059 Part II g. Presence/Comprehensive Fitness

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently projects a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.</p> <p>Consistently instills resilience and a winning spirit in peers through leading by example.</p> <p>Extraordinarily considerate of the character and motives of others and consistently interacts appropriately to the situation.</p> <p>Students consistently perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.</p> <p>Consistently possesses rare and extraordinarily superior interpersonal characteristics that enhance command presence.</p> <p>Consistently projects self-confidence and inspires confidence in others.</p> <p>Dynamic and energetic student who consistently stands out amongst his/her peers.</p>	<p>Often projects a commanding presence and a professional image of authority by looking and acting like a courteous and professional Soldier.</p> <p>Often instills resilience and a winning spirit in peers through leading by example.</p> <p>Often considerate of the character and motives of others and interacts appropriately to the situation.</p> <p>Students often perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.</p> <p>Often possesses superior interpersonal characteristics that enhance command presence.</p> <p>Often projects self-confidence and inspires confidence in others.</p>	<p>Displays a commanding presence and professional image of authority by looking and acting like a courteous, professional Soldier.</p> <p>Instills resilience and a winning spirit in peers through leading by example.</p> <p>Understands the character, motives of others and interacts appropriately to the situation.</p> <p>Students perceive him/her as the informal class leader based on appearance, demeanor, actions, and words.</p> <p>Possesses interpersonal characteristics that enhance command presence.</p> <p>Recovers quickly from setbacks, shock, injuries, adversity, and stress while maintaining focus on course and professional goals.</p>	<p>Did not project competence or certainty by losing composure; body language (posture, gesture, eye contact, and vocal expressiveness) detract from the student's command presence.</p> <p>Discourteous to others or does not look or act like a professional Soldier.</p> <p>Struggles to maintain awareness of the character and motives of others. Is often impolite or discourteous.</p> <p>Had an emotional outburst about organizational standards or instructional units.</p> <p>Does not project self-confidence and inspires confidence in others.</p>

Reference DA Form 1059 Part II h. Intellect/Critical Thinking & Problem Solving

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently thinks through second- and third-order effects when decisions or actions do not produce the desired results.</p> <p>Consistently demonstrates mastery of the lesson content at the application level and often demonstrates mastery at the analysis level.</p> <p>Comments in class discussions are consistently relevant and interesting. Consistently brings depth and breadth to daily classroom discussions.</p> <p>Consistently demonstrates mental agility through actions and decisions.</p> <p>Consistently displays the ability to anticipate or adapt to complex environments or changing situations.</p> <p>Consistently able to easily synthesize previous lessons within the course to show a connection.</p> <p>Consistently demonstrates mastery of the lesson content at the application level and often demonstrates mastery at the analysis level.</p> <p>Peers consistently view him/her as the problem solver; continually leads others during practical exercise development.</p> <p>Consistently exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control, balance, and stability.</p>	<p>Often thinks through second- and third-order effects when decisions or actions do not produce the desired results.</p> <p>Often demonstrates mastery of lesson content at the application level and demonstrates mastery at the analysis level.</p> <p>Comments in class discussions are often relevant and interesting. Often brings depth and breadth to daily classroom discussions.</p> <p>Often demonstrates mental agility through actions and decisions.</p> <p>Often displays the ability to anticipate or adapt to complex environments or changing situations.</p> <p>Often demonstrates mastery of lesson content at the application level and demonstrates mastery at the analysis level.</p> <p>Peers often view him/her as the problem solver; continually leads others during practical exercise development.</p>	<p>Displays the ability to think through second- and third-order effects when decisions or actions do not produce the desired results.</p> <p>Demonstrates understanding of the lesson content at the appropriate level.</p> <p>Comments in class discussions are relevant and interesting. Brings depth and breadth to daily classroom discussions.</p> <p>Demonstrates mental agility through actions and decisions.</p> <p>Displays an ability to anticipate or adapt to uncertain or changing situations.</p> <p>Able to adapt to new environments and prevents complacency by challenging peers with forward looking approaches and ideas.</p> <p>Exercises interpersonal tact by effectively interacting with peers by recognizing diversity and displaying self-control, balance, and stability.</p>	<p>Does not anticipate or adapt to uncertain or changing situations; failed to think through second- and third-order effects when decisions or actions did not produce the desired results.</p> <p>Struggles to demonstrate a grasp of the daily subject at least at the application level.</p> <p>Comments in class discussions are not relevant and does not bring depth and breadth to daily classroom discussions.</p> <p>Does not demonstrate mental agility through actions and decisions.</p> <p>Sometimes displayed an ability to anticipate or adapt to uncertain or changing situations.</p> <p>Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.</p> <p>Does not effectively interact with peers by not recognizing diversity or by losing self-control, balance, or stability.</p>

Reference DA Form 1059 Part II i. Leads/Communication & Engagement

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently sets the example by displaying high standards and emphasizing the need to do what is right.</p> <p>Consistently leads the way in performance, personal appearance, and physical fitness.</p> <p>Consistently completes individual and group tasks to, or above, standard and on time.</p> <p>Consistently maintains a positive outlook when situations become confusing or changes occur.</p> <p>Communication abilities consistently induce others to act positively.</p> <p>Consistently displays the ability to understand message content and the urgency and emotion.</p> <p>Consistently uses his/her communication skills and abilities to positively impacts mission accomplishment.</p> <p>Consistently shares with and supports the efforts of others.</p>	<p>Often sets the example by displaying high standards and emphasizing the need to do what is right.</p> <p>Often leads the way in performance, personal appearance, and physical fitness.</p> <p>Often completes individual and group tasks to, or above, standard and on time.</p> <p>Often maintains a positive outlook when situations become confusing or changes occur.</p> <p>Communication abilities often induce others to act positively.</p> <p>Often displays the ability to understand message content and the urgency and emotion.</p> <p>Often uses his/her communication skills and abilities to positively impacts mission accomplishment.</p> <p>Often shares with and supports the efforts of others.</p>	<p>Displays a standard of performance, personal appearance, military and professional bearing and physical fitness; completes individual and group tasks to standard and on time.</p> <p>Leads the way in performance, personal appearance, and physical fitness.</p> <p>Maintains a positive outlook when situations become confusing or changes occur.</p> <p>Communicates clearly by displaying the ability to understand message content and the urgency and emotion.</p> <p>Ensures messages are correctly transmitted, received, and clearly understood.</p> <p>Accepts and supports the efforts of others.</p>	<p>Language choices are unclear and minimally support the effectiveness of the message.</p> <p>Makes vague references to previous learning but does not apply knowledge and skills to demonstrate comprehension and performance in novel situations.</p> <p>Does not exemplify or lead the way in performance, personal appearance, and physical fitness.</p> <p>Failed to complete individual or group tasks to standard and on time or maintain a positive outlook when situations become confusing or changes occur.</p> <p>Does not clearly understand received messages or does not ensure transmitted messages are correctly, received, and clearly understood.</p> <p>Does not share with and support the efforts of others. Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s).</p>

Reference DA Form 1059 Part II j. Develops/Collaboration

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently displays loyalty to the Army, and fellow classmates, and encourages fairness, inclusiveness, and open and candid communication.</p> <p>Consistently maintains a high degree of self-discipline, mental wellbeing, and skillfully exercised time management and challenges others to do the same.</p> <p>Consistently reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development.</p> <p>Consistently displays an effective ability to promote teamwork, cohesion, and cooperation within the classroom.</p> <p>Consistently leads or participates in study groups, selflessly helping peers improve their academic performance.</p> <p>Consistently develops others in the classroom and during his/her own personal time.</p> <p>Consistently exhibits genuine interest toward developing and collaborating with others.</p> <p>Consistently leads the collaboration efforts of others, resulting in positive action toward the objective.</p>	<p>Often displays loyalty to the Army and fellow classmates, and encourages fairness, inclusiveness, and open and candid communication.</p> <p>Often maintains a high degree of self-discipline, physical fitness, mental wellbeing, and skillfully exercised time management and challenges others to do the same.</p> <p>Often reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development.</p> <p>Often displays an effective ability to promote teamwork, cohesion, and cooperation within the classroom.</p> <p>Often leads or participates in study groups, selflessly helping peers improve their academic performance.</p> <p>Often develops others in the classroom and during his/her own personal time.</p> <p>Often exhibits genuine interest toward developing and collaborating with others.</p> <p>Often leads the collaboration efforts of others, resulting in positive action toward the objective.</p>	<p>Displays the ability to promote teamwork, cohesion, and cooperation within the classroom.</p> <p>Displays loyalty to the Army, and fellow classmates and encourages fairness, inclusiveness, and open and candid communication.</p> <p>Student is aware of his/her strengths and weaknesses, learns from his/her mistakes, and actively seeks self-development and exhibits self-motivation.</p> <p>Maintains self-discipline, physical fitness, and mental wellbeing and skillfully exercises time management.</p>	<p>Shares ideas but does not advance the work of the group.</p> <p>Passively accepts alternate viewpoints/ideas/opinions.</p> <p>Does not promote teamwork, cohesion, or cooperation in the classroom.</p> <p>Does not display loyalty to the Army, organization or fellow classmates, or practice fairness, inclusiveness or open and candid communication.</p> <p>Student is unaware of his /her strengths, weaknesses, and yet repeats his/her mistakes.</p> <p>Student lacks motivation, does not maintain self-discipline, physical fitness, or mental wellbeing, or fails to exercise time management.</p>

Reference DA Form 1059 Part II k. Achieves/Life Long Learner

Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
25	23	18	0
<p>Consistently uses and shares formal and informal learning opportunities to foster continuous development and improvement of the knowledge, skills, and abilities required to be a successful leader in today's Army.</p> <p>Consistently achieves exceptional academic standing in BLC curriculum and professional development programs that far exceed course requirements through thorough research from extensive curiosity and initiative.</p> <p>Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to enabling learning outcomes.</p> <p>Consistently active throughout the academic year in multiple leadership roles, committees, and other curricular activities and events.</p>	<p>Often uses and shares formal and informal learning opportunities to foster continuous development and improvement of the knowledge, skills, and abilities required to be a successful leader in today's Army.</p> <p>Often achieves exceptional academic standing in BLC curriculum and professional development programs that exceed course requirements through thorough research from curiosity and initiative.</p> <p>Level of research and analysis demonstrates a mastery of transference of knowledge and deep thought in extensive and substantive responses to enabling learning outcomes.</p> <p>Often active throughout the academic year in multiple leadership roles, committees, and other curricular activities and events.</p>	<p>Gets results and accomplishes tasks and missions on time and to standard while leading people and creating positive conditions.</p> <p>Uses the right level of delegation, empowerment, and trust balanced against the mission.</p> <p>Continues to work on established professional and self-development goals and objectives.</p> <p>Takes initiative to improve through both self and professional development opportunities.</p> <p>Throughout the learning experience, the student exhibits curiosity, initiative (both in and outside the classroom), exhibits the transference of knowledge, and reflects on what is learned.</p>	<p>Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the topic.</p> <p>Does not get results and accomplishes tasks and missions on time and to standard while leading people and creating positive conditions.</p> <p>Does not use the right level of delegation, empowerment, and trust balanced against the mission.</p> <p>Takes or demonstrates no initiative to improve self or professional development.</p> <p>Throughout the learning experience, the student exhibited little curiosity, initiative, and independence to seek knowledge in or outside the classroom.</p> <p>Struggles to exhibit the transference of knowledge and struggles to properly use self-reflection.</p>

	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking & Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Foundations Phase							Facilitator Sign & Date
							Learner Sign & Date
Foundations Phase Remarks (Facilitator and Learner)							
	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Leadership Phase							Facilitator Sign & Date
							Learner Sign & Date
Leadership Phase Remarks (Facilitator and Learner)							
	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Readiness Phase							Facilitator Sign & Date
							Learner Sign & Date
Readiness Phase Remarks (Facilitator and Learner)							
	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Assessment Phase							Facilitator Sign & Date
							Learner Sign & Date
Assessment Phase Remarks (Facilitator and Learner)							
	Character/ Accountability	Presence/ Comprehensive Fitness	Intellect/Critical Thinking and Problem Solving	Leads/ Communication & Engagement	Develops/ Collaboration	Achieves/Life Long Learner	
Final Attributes and Competencies Rating	Final Score						Facilitator Sign & Date
	Overall Rating						Learner Sign & Date
Overall Eligibility Score for Ranking (The overall sum of all attributes and competencies)						TOTAL SUM:	
Overall Remarks (Facilitator and Learner)							