

FALL 2018 COMPREHENSIVE EXAM (LET 2-4) Study Guide

1. (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.

2. (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."

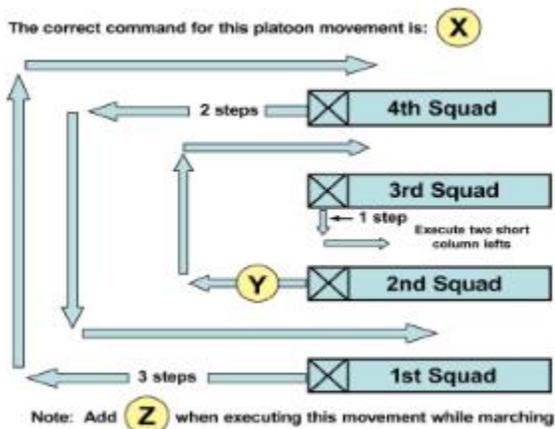
A) 1st Squad takes 1 Step forward; 2nd Squad stays in place; 3rd Squad takes 2 Steps backwards; 4th Squad takes 4 Steps backwards.

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.

3. (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

4. (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.

5. (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

6. (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

7. (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

8. (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

9. (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

10. (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

11. (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.

12. (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.

13. (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.

14. (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.

15. (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.

16. (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.

17. (U3C6L1:Q1) Writing papers are exercises in research and organization. Papers should include: an introduction that grabs the reader's attention; a well-researched and organized body that supports the thesis; a conclusion that reinforces what the writer wants the readers to remember. After completing a first draft, what should writers wait at least one day to do?

- A) Turn the paper in for evaluation.
- B) Revise and rewrite your paper.
- C) Credit your resources.
- D) Evaluate the intended audience.

18. (U3C6L1:Q2) Lydia asked you to review her paper for errors and clarification. You were impressed that the paper stayed on the subject and was easy to read, and that you didn't find any errors in spelling, grammar, or information.

"You did think the paper contained a lot of extra and unnecessary information, so what principle of writing should you tell Lydia to improve?"

- A) Unity
- B) Clarity
- C) Brevity
- D) Accuracy

19. (U3C6L1:Q3) Read the following sentence and select the option (A-D) that correctly indicates the grammatical error.

"When writing papers, keep in mind accuracy, clarity, brevity and completeness, coherence, unity, have someone review for errors, revise, and rewrite it."

- A) It is a run-on sentence.
- B) It is a sentence fragment.
- C) It is a grammatically correct sentence.
- D) It is a complete sentence with a clear message.

20. (U3C6L1:Q4) Read the following sentence and select the option (A-D) that correctly indicates the grammatical error.

"Science fiction writers is the most creative writers I know."

- A) It is correctly written.
- B) It is a run-on sentence.
- C) It does not have the correct subject-verb agreement.
- D) It is a fragment.

21. (U3C6L1:G1) What is an autobiography?

- A) A biography of a person written by someone else.
- B) A biography of a person written by that person.
- C) An automated signature signing machine, as used by the President on unofficial documents.
- D) A periodical from the library.

22. (U3C6L1:G2) What is a source card?
- A) A card included in military supplies to show the source of origin.
 - B) A description of the contents of MREs (Meals Ready to Eat).
 - C) A card for a speech that contains one word that serves as a prompt.
 - D) A card used to record publication data for resources being used during research for a project such as a paper or speech
23. (U3C6L1:G3) What is a thesis statement?
- A) The main point of a paper, which you try to support through research.
 - B) A statement of opinion found only in an argumentative essay.
 - C) An outline of how a paper will be organized.
 - D) The written summary found at the end of a long paper.
24. (U3C6L1:G4) Define "plagiarism".
- A) The act of copying the ideas or words of another and claiming them as one's own.
 - B) The act of organizing a paper.
 - C) The process of gathering information for source cards.
 - D) The removal of built-up plaque from one's teeth.
25. (U3C6L1:G5) What is "jargon"?
- A) Shorthand phrases or specialized vocabulary or abbreviations that are known only to a small group of people.
 - B) An element on the scientific periodic table.
 - C) Common slang phrases known by most people.
 - D) Words used in technical writing.
26. (U3C6L1:G6) The main point of a paper, which you try to support through research, is called _____.
- A) an outline
 - B) a thesis statement
 - C) the organization
 - D) the topic sentence
27. (U3C6L1:G7) _____ is the act of copying the ideas or words of another and claiming them as one's own.
- A) Cheating
 - B) Plagiarism
 - C) Stealing
 - D) Borrowing
28. (U3C6L1:G8) Shorthand phrases or specialized vocabulary or abbreviations that are known only to a small group of people are called _____.
- A) Jargon
 - B) Doublespeak
 - C) Cliques
 - D) Clichés

29. (U3C6L2:Q1) You have determined the general and specific purposes of your speech, and have some information on your topic, but you haven't started to conduct your research.

What should you do next?

- A) Write the introduction for your speech.
- B) Write a thesis statement for your speech.
- C) Write an outline to help write your speech.
- D) Prepare your visual aids for your speech.

30. (U3C6L2:Q2) Cheryl was the fourth of five speakers at a seminar. The host introduced her, and Cheryl immediately stated her main and supporting ideas. The audience seemed to lose interest almost right away because they weren't aware of the purpose of her speech.

What should she have done better to capture their attention?

- A) She should have made a dramatic statement.
- B) She should have taken a deep breath and made eye contact with the audience.
- C) She should have understood that being in front of people gives her a certain amount of credibility.
- D) She should have used transitions between the introduction and main idea.

31. (U3C6L2:Q3) Peggy gave a speech at the convention, and it got absolutely no response from the audience, because she wasn't able to conduct an audience analysis.

Which type of speech did she most likely give?

- A) Persuasive speech
- B) Commemorative speech
- C) Impromptu speech
- D) Humorous speech

32. (U3C6L2:G1) Explain the differences between an impromptu speech and a commemorative speech.

- A) An impromptu speech is ineffective, while a commemorative speech is effective
- B) An impromptu speech is given by professionals, while a commemorative speech is given by amateurs
- C) An impromptu speech is given without planning or rehearsal, while a commemorative speech honors a person's memory and is usually planned
- D) None of the above

33. (U3C6L2:G2) What are three demographics you should consider in analyzing an audience?

- A) Ethnicity, gender, economic status
- B) Age, occupation, religion
- C) Educational level, political affiliation, interests
- D) All of the above

34. (U3C6L2:G3) What elements can be included to make a speech persuasive?

- A) Logic, testimony, statistics, facts
- B) Strong language, varying tones of voice, emotional appeal
- C) Brain puzzles, testimony, questioning
- D) Engaging jokes, humor, statistics

35. (U3C6L2:G4) Name three ways to organize a speech.

- A) Introduction; body; summary
- B) Beginning; middle; end
- C) Topical; chronological; cause/effect
- D) None of the above

36. (U3C6L2:G5) Define "voice modulation".

- A) To change or vary the pitch, intensity, or tone of one's voice.
- B) To control the octave of one's voice while singing.
- C) Lessons one takes to gain (or lose) one's accent.
- D) All of the above

37. (U3C6L2:G6) When you speak clearly and effectively, you are said to be _____.

- A) articulate
- B) eloquent
- C) effective
- D) effusive

38. (U3C6L3:Q1) Study the diagram and select the option (A-D) that correctly indicates the type of speech described.

Types of Speeches:

Y. "I would like to summarize by saying that you will never have another class that will be as challenging, interesting, and rewarding, as JROTC. With that said, I hope that you will make the commitment and become a Cadet in our school's JROTC program. Thank you."

Z. "Members of the jury, the evidence shows that my client is not only innocent of the charges brought by the prosecution, but that he has been unfairly targeted by reason of his economic standing. Thank you very much."

A) Y = Persuasive;
Z = Argumentative

C) Y = Impromptu;
Z = Informative

B) Y = Informative;
Z = Entertaining

D) Y = Argumentative;
Z = Persuasive

39. (U3C6L3:Q2) Many educated people find themselves giving impromptu speeches without the benefit of research and planning.

If you are one of these people, what technique would you recommend to others when they give these types of speeches?

- A) Focus your speech on the demographics of the audience.
- B) Try a format like: "Past, Present, and Future."
- C) Be sure to practice beforehand.
- D) Use natural pauses like: "Uh," "You know," and "Oh, wait," when you are thinking what you want to say next.

40. (U3C6L3:Q3) Providing feedback on a person's speech should not be negative or destructive. It should be in the form of constructive criticism, and should be straightforward and honest. It should also be respectful of the speaker's feelings and self-esteem.

To give effective feedback, which of the following should you not focus on?

- A) The content of the speech.
- B) The actions that occurred during the speech.
- C) The observed factors that affected performance of the speech.
- D) The negative factors that make up constructive criticism.

41. (U3C6L3:Q4) Study the list and select the option (A-D) that correctly places the steps for preparing a speech in order.

Preparing a Speech:

1. Analyze the purpose of the speech and the audience.
2. Conduct research and gather information.
3. Support your ideas.
4. Organize all the material.
5. Draft and edit the speech.
6. Practice and get feedback.

- A) It is in the correct order
- B) Switch Step 1 with Step 2
- C) Switch Step 3 with Step 4
- D) Switch Step 5 with Step 6

42. (U3C6L3:G1) T or F: Public speaking is the greatest fear among people, greater than the fear of dying, flying, or failure.

- A) True
- B) False

43. (U3C6L3:G2) Which of the following are coping strategies for lessening the fear of public speaking?

- A) Remember that your audience shares your fear of public speaking; Remember the audience is there to hear you
- B) Concentrate on the subject; Remember your nervousness does not show
- C) Prepare; Practice; Breathe deeply
- D) All of the above

44. (U3C6L3:G3) What is "constructive feedback"?

- A) Feedback on learning models.
- B) Feedback that is hurtful or derogatory.
- C) Criticism that is given on a routine basis.
- D) Feedback or criticism that is helpful and productive.

45. (U3C7L1:Q1) Jason gets angry often, even about things that most people consider to be unimportant. He knows it's a problem, but he doesn't know how to stop it. When you ask him if he's satisfied with himself and the world around him, he thinks about it, and then he says, "No. I'm not."

I'm not satisfied with: myself; the way I manage time; and the way I relate to people."

Which strategy for managing anger should you recommend he try?

- A) Relaxation techniques
- B) Changing your thinking
- C) Change orientation
- D) Empathy

46. (U3C7L1:Q2) Read carefully the following paragraph and select the correct option (A-D)

The three main approaches to managing anger are expressing, suppressing, and calming. Expressing your angry feelings in an aggressive manner is the healthiest way. Suppressing anger is when you hold in your anger, stop and think about it, and focus on something positive. Calming means controlling your outward behavior and internal responses like taking steps to lower your heart rate, calm yourself down, and let the feelings subside.

- A) Replace "aggressive" with "assertive"
- B) Replace "healthiest" with "quickest"
- C) Replace "heart rate" with "voice"
- D) Replace "stop and think about it" with "hold your breath"

47. (U3C7L1:Q3) While you and a friend were discussing anger management, she said her preferred strategy was by learning to communicate and listen better, and she thought that assertion was the best technique. You asked her why, and she listed four reasons.

Which reason would you say she's confusing with another technique?

- A) It shows respect for others.
- B) It enables people to communicate effectively.
- C) It's a positive way of communicating that promotes understanding, caring, and respect.
- D) It allows you to listen carefully and share in an angry person's feelings.

48. (U3C7L1:G1) The technique of controlling your emotion so you can resolve conflict in a calm, rational manner is _____.

- A) logic
- B) anger management
- C) emotional intelligence
- D) meditation

49. (U3C7L1:F1) The ability to clearly communicate personal thoughts and feelings is known as what?

- A) Anger management
- B) Aggression
- C) Assertion
- D) Empathy

50. (U3C7L1:F2) What are you doing when you are able to accurately understand and constructively respond to the expressed needs, feelings, thoughts, and behaviors of others?

- A) Anger management
- B) Aggression
- C) Assertion
- D) Empathy

51. (U3C7L2:Q1) Study the information and select the option (A-D) that indicates the type of negative behavior in a diverse society.

Conflicts in 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 = Prejudice; Y = Stereotyping; Z = Racial Tension
- C) X = Discrimination; Y = Stereotyping; Z = Racial Tension
- D) X = Stereotyping; Y = Status Consciousness; Z = Prejudice

52. (U3C7L2:Q2) A classmate is talking about some of the crime problems in your neighborhood. He said that people from a different and poor side of town are to blame.

Which type of bias is he using?

- A) Stereotyping
- B) Scapegoating
- C) Bigotry
- D) Racism

53. (U3C7L2:Q3) You were asked to arbitrate a disagreement between two people of different races. It didn't take you long to realize that the disagreement was based on misunderstandings and mistrust between the two. You decide the following: Each person would invite the other to dinner at each other's house. They would be respectful and would spend at least one additional hour getting to know that person and their family.

Which approach to conflict management are you using?

- A) Appropriate assertiveness approach
- B) Creative response approach
- C) Managing emotions approach
- D) Win/Win approach

54. (U3C7L2:F1) True or False. According to a 2001 Bureau of Justice Statistics Special Report, 62% of hate crime offenders were under 25 years old.

- A) True
- B) False

55. (U3C7L2:F2) In this fictitious animal story what do you think the author is doing to the bolies? "The bolies are animals like us, but they never help. All of them do not work and sit around lazily all day eating everything that we have collected for winter. They all make us poor and are very rude. They do nothing themselves, but live from the work of others. They plunder us. They do not care if we starve over the winter. The only thing they care about is that things go well for them."

- A) discrimination
- B) scapegoating
- C) expressing anti-Semitic views
- D) stereotyping

56. (U3C7L3:Q1) You are mediating an argument between two classmates. You made introductions and rules, you had both sides tell their story, and you have explored possible situations, but haven't been able to settle the disagreement.

What should you do next?

- A) Make your own decision to settle the conflict.
- B) Decide that disagreement is the only outcome.
- C) Ask if both sides would agree to a random method of decision, like rolling dice or choosing cards.
- D) Keep trying to find a solution that both classmates will agree to.

57. (U3C7L3:Q2) Read carefully the following paragraph and select the most correct option (A-D). Yvonne agreed to mediate a disagreement between two of her friends. She listened to both of them tell their side of the story, summarized their feelings, and helped them brainstorm possible solutions. Then she thought about it and made her decision. One friend was happy, the other was not. Did Yvonne do a good job? Why or why not?

- A) No. One friend was not satisfied with her decision.
- B) No. She should not have made a decision.
- C) Yes. It's not always possible for both sides to accept a decision if they think they're right.
- D) Yes. She followed the proper procedure and made what she thought was the best decision.

58. (U3C7L3:Q3) You are having a disagreement with a classmate. You are getting a little angry because you have evidence that would show you are right, but your classmate doesn't want to see it. Since you have the evidence to show you're right, what should you recommend to your classmate to help resolve the situation in your favor?

- A) Use anger management techniques to resolve the dispute.
- B) Use violence prevention techniques to resolve the dispute.
- C) Use a mediator to resolve the dispute.
- D) Use an arbitrator to resolve the dispute.

59. (U3C7L3:Q4) Read carefully the following paragraph and select the correct option (A-D). One of the steps in mediation is to explore possible solutions. Mediators should first ask both parties how they can solve the problem. Next, they should write down all of the solutions. Finally, they should check off only those solutions to which at least one of the parties can agree.

- A) Replace "at least one of" with "both"
- B) Replace "all of the solutions" with "only the good solutions"
- C) Replace "explore possible solutions" with "explain the mediator's role"
- D) Replace "at least one of the parties" with "the mediator thinks they should"

60. (U3C7L3:G1) What is "anger management"?

- A) Controlling the punches one throws in a fight so they are most effective
- B) Controlling your happiness so you don't make others angry or jealous
- C) The technique of controlling your emotions so you can resolve conflict in a calm, rational manner
- D) The technique of controlling your voice so others cannot tell when you get angry

61. (U3C7L3:G4) What is "mediation"?
- A) A deep breathing exercise to relax you and induce a state of well-being
 - B) An argument that escalates to the point where it requires a moderator
 - C) Using the American court system to resolve a conflict
 - D) Using an independent third party that acts as a facilitator in conflict resolution
62. (U3C7L3:G5) _____ is from the Latin word meaning "middle" and literally means putting another person in the middle of a dispute.
- A) Monitor
 - B) Moderator
 - C) Mediation
 - D) Meditation
63. (U3C7L3:G6) Which is preferable for conflict resolution - mediation or arbitration?
- A) Arbitration
 - B) Mediation
64. (U3C7L3:G7) What are the attributes of a good mediator?
- A) Honesty, objectivity, and acting in good faith
 - B) Empathy, using good communication skills, and effectively listening
 - C) Summarizing accurately, and thinking critically
 - D) All of the above
65. (U3C7L3:G8) What are the four procedures for a successful mediation?
- A) Make introductions and explain mediation's role; Have both sides tell their story; Explore possible solutions; and Don't give up.
 - B) Delegate all roles in the group; Have both sides tell their story; Explore possible solutions; and Don't give up.
 - C) Vote for who will be group leader; Have both sides tell their story; Explore possible solutions; and Don't give up.
 - D) Elect a mediator; Have both sides tell their story; Explore possible solutions; and Don't give up.
66. (U3C7L3:G9) What are the duties of bystanders to prevent violence during conflict?
- A) Spread the rumor that the fight is over; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.
 - B) Direct traffic away from the conflict; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.
 - C) Refuse to spread rumors; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.
 - D) Tell others to go home; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.

67. (U3C7L3:G10) The technique of controlling your emotions so you can resolve conflict in a calm, rational manner is called _____.

- A) anger management
- B) compromise
- C) yoga
- D) disengagement

68. (U3C7L3:G11) _____ is using a third party who is independent and who acts as a facilitator in conflict resolution.

- A) Facilitation
- B) Compromise
- C) Comparison
- D) Mediation

69. (U3C7L3:G12) T or F: Arbitration is preferable to mediation in conflict resolution.

- A) True
- B) False

70. (U3C7L3:G13) What are the duties of bystanders to prevent violence during conflicts?

- A) Refuse to spread rumors; refuse to relay threats or insults to others; stay away from potential fight scenes; show respect for others who ignore insults or other trivial forms of conflict.
- B) Without using violence, a bystander should stop the conflict.
- C) Call the appropriate legal authorities.
- D) Support our friends as much as possible.

71. (U3C7L4:Q1) A guest speaker was giving a presentation about guns in schools. He displayed a visual aid, pointed to you, and asked "Guns can only do one of these things. Which one?" Which one should you say?

- A) Make you safer.
- B) Prevent violence against you.
- C) Help resolve conflict.
- D) Escalate a situation.

72. (U3C7L4:Q2) Read the following passage and select the correct option (A-D).

You can help to prevent violence. Broadening your social circle will help you learn about others who are different from you. Remain silent when others use jokes or slurs that target people or groups. Most importantly, respect all people and value differences.

- A) Replace "Broadening" with "Replacing"
- B) Replace "Remain silent" with "Speak out"
- C) Replace "prevent" with "stop"
- D) Replace "Most importantly" with "If others do it"

73. (U3C7L4:Q3) Read carefully the following statement and select the most correct option (A-D). Violence is a way to resolve issues and problems.

- A) True: It has become more common in recent years.
- B) False: It can result in someone getting hurt or killed.
- C) True: It is an unacceptable way, but it can resolve issues and problems.
- D) False: There are other, better ways to resolve issues and problems.

74. (U3C7L4:G1) T or F: According to the Violence Prevention Profiler, it is important to choose your words carefully when you are angry.

- A) True
- B) False

~~75. (U3C7L4:F1) Have you or any of your friends at school been in a physical fight within the last year?~~

- ~~A) Yes B) No~~

76. (U3C7L4:F2) You just became friends with a new girl in your class that recently moved from a small town to your city. She began telling you how different things were saying that in her old town everyone was the same ethnicity with similar lifestyles. She expressed concern about being around people with different colored skin and thinks they dress in a very odd way.

How would you respond to your new friend?

- A) Encourage her to publish an article in the school paper explaining why her old town was better
- B) Don't say anything. You don't want to start the friendship off on the wrong foot
- C) Encourage her to learn about others' cultures and traditions to better understand them
- D) Tell her she should keep her social circle to people that are very similar to her

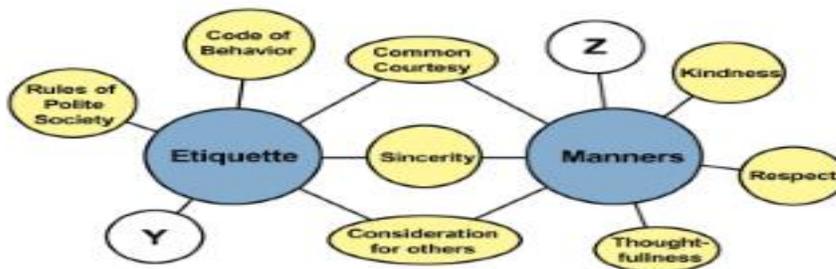
77. (U3C7L4:F3) Which statement below would not help you prevent violence?

- A) Broaden your social circle to include others who are different from you.
- B) Develop an understanding of different points of view by learning about other cultures.
- C) Be cautious about getting involved in your school and community since you might encounter hate groups.
- D) Join with other students to create anti-hate policies and programs in your school.
- E) Stay away from alcohol and drugs as well as people who use them.

78. (U3C7L4:F4) Which statement about guns do you most agree with?

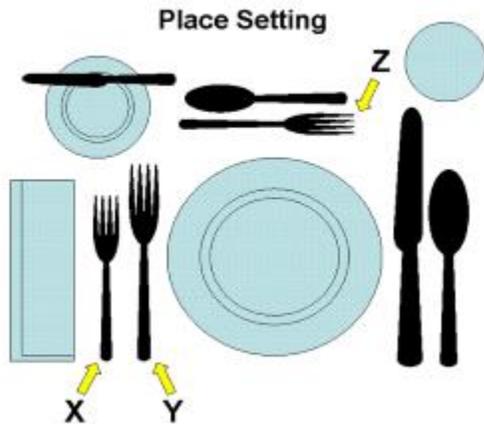
- A) Carrying a gun is unlikely to make me safer.
- B) Guns often escalate conflicts and increase the chances of me getting hurt.
- C) If someone is threatening me I need to take matters into my own hands.
- D) There are other precautions to take for safety without needing to carry a gun.

79. (U3C10L4:Q1) Study the Double Bubble Map and select the most correct option.



- A) Y = To be used during dining; Z = Only used by polite society
- B) Y = Only used by polite society; Z = Mandatory
- C) Y = Timeless; Z = Varies with changing times
- D) Y = Varies with changing times; Z = Timeless

80. (U3C10L4:Q2) You have to supervise a group of Cadets who will put the place settings on the tables at your spring dining out. When one of them asks, "Why are there so many forks?" what should you say is the purpose for each?



- A) X = Salad Fork; Y = Dinner Fork; and Z = Dessert Fork
- B) X = Dessert Fork; Y = Salad Fork; and Z = Dinner Fork
- C) X = Spare Fork; Y = Primary Fork; and Z = Serving Fork
- D) X = Serving Fork; Y = Primary Fork; and Z = Spare Fork

81. (U3C10L4:Q3) The guest of honor for your dining out asks, "What's the order in the receiving line?"

What should you tell her?

- A) You and your spouse are first, then the host and his spouse, and then the company commanders and their spouses or guests.
- B) The host and his spouse are first, then you and your spouse, and then the company commanders and their spouses or guests.
- C) The host is first, then you and your spouse, then the host's spouse, and then the company commander's and their spouses or guests.
- D) The company commanders and their spouses or guests are first, the host and his spouse are second, and then you and your spouse.

82. (U3C10L4:Q4) Read the following paragraph and select the most correct option (A-D). Invitations must be understood by the invitees. The invitees should know what they are being invited for, where it will be held, when they should be there, and what they should wear. R.S.V.P. means "please reply," and means that the host or hostess is expecting you unless you notify them otherwise. If you can accept, then you need not reply, you just need to be there on time.

- A) Replace "understood by the invitees" with "elegant and professional"
- B) Replace "R.S.V.P" with "R.S.V.P. Regrets only"

- C) Replace "what they should wear" with "what they should bring"
- D) Replace "what they should wear" with "where they can send thank-you notes"

83. (U3C10L4:G1) What is "etiquette"?

- A) Formal English food
- B) Behaviors based on rules of a polite society
- C) The proper way to wear a military uniform
- D) Parents' support for public education

84. (U3C10L4:G2) A group of people, including the host and honored guests, who stand in a line to welcome guests attending a function is called a _____.

- A) welcoming group
- B) line welcome
- C) welcome responsibility
- D) receiving line

85. (U3C10L4:G5) Explain the general rule for use of cutlery or silverware at a formal dinner.

- A) Start with the outside pieces of silverware and work inward toward the plate.
- B) Start at the left and work to the right.
- C) Make sure you use only the salad fork first.
- D) Never use the dessert spoon for stirring drinks.

86. (U3C10L4:G7) Where is the bread plate located in a formal setting?

- A) On the right of the place setting
- B) On the left side of the place setting
- C) Above the place setting
- D) None of the above

87. (U3C10L4:G9) When at a formal dinner, courses are served from the _____ and removed from the _____.

- A) right; left
- B) center; out
- C) top; bottom
- D) left; right

88. (U3C10L4:G15) What is the proper way to eat soup?

A) The motion of the spoon should be away from you. If it is necessary to tip your soup bowl, tip it away from you. It is never appropriate to blow on soup to cool it. Soup should sipped, not slurped, from the side of the spoon.

- B) Soup should be eaten with the spoon in the right hand from the front of the spoon.
- C) The spoon should always be dipped toward you and sipped from the side.
- D) Soup should not be served at formal meals.

89. (U3C10L4:G19) T or F: It is acceptable after you have declined an invitation because of other obligations to call back and accept the invitation if your other obligation changes.

- A) True
- B) False

90. (U3C10L4:G20) How long after a dinner party are you obligated to stay to avoid the hint of "eat-and-run" rudeness?

- A) Not less than fifteen minutes
- B) At least one half hour
- C) You should stay until the hosts have completed their presentation.
- D) At least one hour

91. (U3C10L4:G25) T or F: Your first responsibility upon arriving at a party is to greet the host or hostess.

- A) True
- B) False

92. (U3C10L4:G32) The intent of a formal dining-in experience is to promote cordiality. Define "cordiality".

- A) Appropriate social behavior
- B) Sincere affection and kindness
- C) Polite disagreement
- D) True feelings

93. (U4C1L2:Q1) As you review the list of winners and their scores, you notice that one of the winners got the wrong award. The following list shows the participant, their percent score on the five exercises (one-mile walk/run; shuttle run; pull-ups; curl-ups; and V-sit reach), and their award. Which one got the wrong award?

- A) Ken: 95%; 90%; 92%; 85%; 100%; - 85th Percentile Award
- B) Rachel: 86%; 91%; 87%; 85%; 86%; - 50th Percentile Award
- C) Cindy: 85%; 90%; 86%; 88%; 87%; - 85th Percentile Award
- D) Tim: 100%; 100%; 96%; 84%; 100%; - 50th Percentile Award

94. (U4C1L2:Q2) You are stretching before you do the exercises in the Cadet Challenge. With your feet about shoulder-width apart and knees slightly bent, you hold your hands together behind your back and pull them up as you bend at the waist. What parts of your body are you focusing on with this stretch?

- A) Arms and shoulders
- B) Lower back and arms
- C) Thighs and lower back
- D) Lower back and shoulders

95. (U4C1L2:Q3) A new Cadet asks, "If I practice a lot and score 100% on each event, then what can the Cadet Challenge do for me?" What should you NOT tell him?"

- A) It will help you develop an understanding and appreciation for physical fitness.
- B) It will show how a physical fitness program can improve your health and appearance.
- C) You will gain personal satisfaction by having to strive for and achieve a goal.
- D) You will receive a round red emblem with an embroidered eagle that you can wear on your uniform.

96. (U4C1L2:Q4) The following list shows the first two percent scores and events for four of the Cadet Challenge participants. If each of the participants scores 100% on the remaining events, then

who qualifies for the 85th Percentile Fitness Award?

- A) Dan: 100% shuttle run; 100% flexed-arm hang
- B) Dave: 92% curl-ups; 80% pull-ups
- C) Dean: 85% pull-ups; 85% one-mile walk/run
- D) Don: 100% curl-ups; 75% V-sit reach

~~97. (U4C1L2:F1) How physically fit do you think you are?~~

- ~~A) Top Shape – I think I am in top physical shape, consistently eating well, and exercising~~
- ~~B) Holding My Own – I am in pretty good shape, watching what I eat most times, and exercising fairly regularly~~
- ~~C) Need Some Help – I am a little out of shape, not always watching what I eat, and not exercising regularly~~
- ~~D) Out of Shape – I am completely out of shape, hardly ever watching what I eat, and hardly exercising at all~~

98. (U4C1L2:F2) You are about to join your friends after school for a quick game of soccer. You know this activity will put stress on your bones, muscles, and tendons. How should you prepare your body before the game?

- A) Warm up after a quick stretch
- B) Do a stretch of all muscles you will use
- C) No preparation is necessary
- D) Stretch after a quick warm up

99. (U4C1L2:Q1) As you review the list of winners and their scores, you notice that one of the winners got the wrong award. The following list shows the participant, their percent score on the five exercises (one-mile walk/run; shuttle run; pull-ups; curl-ups; and V-sit reach), and their award. Which one got the wrong award?

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- D) Don: 100% curl-ups; 75% V-sit reach

~~103. (U4C1L2:F1) How physically fit do you think you are?~~

104. (U4C1L2:F2) You are about to join your friends after school for a quick game of soccer. You know this activity will put stress on your bones, muscles, and tendons. How should you prepare your body before the game?

- A) Warm up after a quick stretch
- B) Do a stretch of all muscles you will use
- C) No preparation is necessary
- D) Stretch after a quick warm up

105. (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

C) X = Referral
Y = Promotion
Z = Performance

B) X = Professional growth
Y = Reception and Integration
Z = Crisis

D) X = Crisis
Y = Performance
Z = Promotion

106. (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

107. (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"

108. (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.

109. (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.

110. (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.
111. (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.
112. (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.
113. (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
114. (U2C4L2:G6) Leaders who fulfill obligations and carry out mission requirements exhibit the value of _____.
- A) Honor
 - B) Duty
 - C) Integrity
 - D) Loyalty
115. (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
116. (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

117. (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

118. (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

119. (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

120. (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

121. (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

122. (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

123. (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

124. (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

125. (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

126. (U2C4L2:G18) _____ reviews are a means to focus leadership growth.
A) Peer
B) Commander
C) Leadership development
D) Subordinate
127. (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
128. (U2C4L2:G20) T or F: Effective counselors talk more than they listen.
A) True
B) False
129. (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
130. (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
131. (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.
132. (U2C4L2:G25) T or F: A good leader can help every person in every situation.
A) True
B) False
133. (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
134. (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

135. (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.

136. (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

137. (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"

138. (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 | C) X = Soft |
| Y = Win/Win | Y = Controlling |
| Z = Soft | Z = Principled |
|
 | |
| B) X = Hard | D) X = Principled |
| Y = Giving in | Y = Soft |
| Z = Win/Win | Z = Controlling |

139. (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.

140. (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

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

_____.

A) Group

B) Problem

C) Anger

D) Power

142. (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

143. (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.

~~144. (U2C4L4:F1)~~

145. (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

C) X = Analyze advantages/disadvantages
Y = Set priorities
Z = Assess the results

B) X = Set priorities
Y = Plan contingencies
Z = Analyze advantages/disadvantages

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

146. (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

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

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

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

147. (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.

148. (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.

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

A) Obstacle

C) Enemy

B) Obstinate blocker

D) Antagonist

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

A) Intuition

C) Enlightenment

B) Insight

D) Perceptual reasoning

151. (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

152. (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

153. (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

154. (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

155. (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."

156. (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

157. (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

158. (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

159. (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

160. (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

