

# Appendix A

## NROTC Officer Interview (OI) Form

Applicant's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name of Interviewer: First: \_\_\_\_\_ MI: \_\_\_\_\_ Last: \_\_\_\_\_

Approximate number of NROTC interviews conducted: This cycle: \_\_\_\_\_ Total: \_\_\_\_\_

Phone number of Interviewer: \_\_\_\_\_

Designator: \_\_\_\_\_ Rate/Rank: \_\_\_\_\_ Unit: \_\_\_\_\_

I have reviewed the Officer Interview reference guide: \_\_\_\_\_ (initials)

Prior to conducting the interview, review the candidate's application and comment on any discrepancies found that may be relevant to the Scholarship Selection Board. Ask the applicant to clarify and explain any inconsistencies in the application form.

**Comments:**

OMB Control Number: 0703-0026, Exp \_\_\_\_\_

#### **AGENCY DISCLOSURE STATEMENT**

The public reporting burden for this collection of information is estimated to average 3 hours and 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the Department of Defense, Washington Headquarters Services, Executive Services Directorate, Directives Division, 4800 Mark Center Drive, East Tower, Suite 02G09, Alexandria, VA 22350-3100 (OMB Control Number: 0703-0026). Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

#### **PLEASE DO NOT RETURN YOUR RESPONSE TO THE ABOVE ADDRESS.**

Responses should be sent to:

Commander  
Naval Service Training Command  
2601 A Paul Jones Street  
Great Lakes, IL 60088

**PLEASE READ THE FOLLOWING STATEMENT REQUIRED BY THE PRIVACY ACT OF 1974 BEFORE COMPLETING THE APPLICATION.**

1.*AUTHORITY*: The authority to request this information is contained in: 5 U.S.C. § 301 (Authorizing Departmental Forms and Regulations); 10 U.S.C. § 2107 (Financial Assistance Program); and Executive Order 9397 (Use of Social Security Numbers).

2.*PRINCIPAL PURPOSE(S)*: The information you provide will be used to determine whether you qualify, and should be nominated for, an NROTC Scholarship. If you are nominated, the information will be used to enroll you into NROTC and will be used by the Navy in its management of the NROTC program. The following systems of records notices cover the collection of this information: N01130-1 located at <http://dpcl.d.defense.gov/Privacy/SORNsIndex/DODwideSORNArticleView/tabid/6797/Article/570316/n01130-1.aspx>.

3.*ROUTINE USE(S)*: Information provided on the application will be used to screen and select individuals to receive NROTC Scholarships, to maintain data on the NROTC scholarship program, to compare to scholarship applicants from previous or subsequent years, and to provide academic data and contact information to Navy activities and admissions officials at colleges and universities so they can contact applicants for recruitment purposes. Other uses may include providing the information to officials and employees of: the Department of Transportation; other agencies of the Executive Branch upon request in relation to the management of quality of military recruitment; and the Department of Veterans Affairs and Selective Service Administration in relation to enlistment or reenlistment eligibility. Information you provide in this application is protected by the Privacy Act and will not be released outside of the Department of Defense without your permission unless it comes with an exception to the Act or one of the routine uses in 32 C.F.R. § 701.112, <http://www.privacy.navy.mil/> and the routine uses set forth here. If you are nominated for an NROTC Scholarship, the information will be released to the top five schools you indicated on your application. Your information and notification of status may also be provided to your high school so they may assist with the final stages of the process.

4.*DISCLOSURE*: The social security number (SSN) is required at the time of application to ensure proper identification of the applicants. There are times applicants have the same names, therefore the SSN is required to ensure proper identification. Providing the requested information is voluntary. However, failure to do so may result in our inability to process your application for the NROTC program.

## Instructions

The performance competencies that are included below have been vetted through Naval Officer SME's using an iterative process. The focus was to identify areas that are known to contribute significantly to success as an NROTC midshipman and as a Naval Officer.

Please keep in mind that when evaluating the candidate on each performance competency that it is important to separate information gathered from other items or general impressions from the information obtained solely for the competency in question. In other words, when rating *Propensity to Serve* (the first performance competency) use only information collected during the response to that question to evaluate the candidate's *Propensity to Serve*. Performance competencies include: a) *Propensity to Serve*, b) *Embracing a Healthy Lifestyle*, c) *Communication*, d) *Teamwork/Interpersonal Relations*, and e) *Judgment/Decision-making*.

A final category, *Overall Suitability*, is included to provide the interviewer's assessment of the candidate's likelihood of performing successfully as an undergraduate NROTC midshipman and a future Naval Officer. The judgment for rating this category should be based on all of the information available to the interviewer as a result of the interview process. Utilize the information gathered and the ratings provided for the individual performance competencies to inform the *Overall Suitability* rating; however do not simply use the arithmetic average of these categories.

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**Performance Competency 1: Propensity to Serve**

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**Definition:**

Short term competency: NROTC program motivation

Long term competency: Naval Officer

Strong desire to serve in the Navy (including NROTC unit), embraces obligation to serve the country, realistic understanding of military service and has definite interest in considering a Naval career.

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**Lead Questions:**

Q1: Provide examples of activities in which you have been involved that have developed your desire or ability to serve in the military.

Q2: If you receive an NROTC scholarship, what warfare specialty or mission area are you interested in pursuing, and why? What would you do if you are assigned to a community that is not your preference?

Q3: If for some reason you were not selected for the NROTC scholarship, what is your backup plan? Explain your thought process?

<b><u>Below Expectations</u></b>	<b><u>Meets Expectations</u></b>	<b><u>Exceeds Expectations</u></b>
<ul style="list-style-type: none"> <li>• Only wants to serve in one specific community.</li> <li>• Not willing to consider other paths to commission</li> <li>• Self-serving motivation for the scholarship.</li> <li>• Only wants a commission if it fits their plan.</li> <li>• Concerned with what the Navy can do for them and not vice versa.</li> </ul>	<ul style="list-style-type: none"> <li>• Passionate about a specific community however, would consider alternate paths to commission.</li> <li>• Only willing to serve in some communities but not others.</li> <li>• Under appropriate circumstances, willing to subordinate personal interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Passionate about a specific community however, has a willingness to pursue alternate paths to a commission.</li> <li>• Willing to serve where needed.</li> <li>• Applying for a NROTC scholarship for the purpose of serving country.</li> </ul>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">1</div> <div style="border: 1px solid black; padding: 2px 10px;">2</div> </div> <p style="text-align: center;">Low</p>	<div style="border: 1px solid black; padding: 2px 10px; width: 40px; margin: 0 auto;">3</div> <p style="text-align: center;">Mid Range</p>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">4</div> <div style="border: 1px solid black; padding: 2px 10px;">5</div> </div> <p style="text-align: center;">High</p>
<p><b>Specific Reasons for Ratings:</b></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>		

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## Performance Competency 2: Embracing a Healthy Lifestyle

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### Definition:

Adopts a culture of physical fitness, healthy nutritional habits, and mental well-being.

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### Lead Questions:

Q1: Other than organized varsity, intramural or club sports, describe how you maintain and improve your physical fitness. Do you have a regular physical fitness routine? Why or why not is physical fitness a priority for you?

Q2: Tell me about your diet and how it relates to your current physical fitness level.

Q3: Can you describe a very stressful event in your life, how you dealt with it, and what you learned about yourself that could help you in a similar situation in the future?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none"> <li>• Does not participate in regular physical activity.</li> <li>• Healthy eating is not a priority.</li> <li>• Does not have methods for dealing with stress.</li> <li>• Does not engage in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in physical activities infrequently.</li> <li>• Tries to eat healthy meals when convenient.</li> <li>• Is able to deal with stress sometimes but not others.</li> <li>• Is involved in school sports but strictly motivated by coach.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly participates in physical activity.</li> <li>• Strictly abides to healthy diet.</li> <li>• Has methods for dealing with stress that provide positive outcomes.</li> <li>• Involved in many aspects of daily/weekly physical activities that are not formal high school sports.</li> </ul>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">1</div> <div style="border: 1px solid black; padding: 2px 10px;">2</div> </div> <p>Low</p>	<div style="border: 1px solid black; padding: 2px 10px; width: 50px; margin: 0 auto;">3</div> <p>Mid Range</p>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">4</div> <div style="border: 1px solid black; padding: 2px 10px;">5</div> </div> <p>High</p>
<p><b>Specific Reasons for Ratings:</b></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>		

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### Performance Competency 3: Communications

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**Definition:**

Conveys information clearly and effectively, demonstrates active listening skills, and response to questions indicates active participation in the conversation.

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**Lead Questions:**

Q1: Can you tell me about a time when miscommunication caused a problem for you, how you fixed the issue, and what you learned from the experience?

Q2: We have all met people that we would describe as “poor communicators.” Of those people you have met that fall into this category, can you describe several of their characteristics that made them “poor communicators” in your opinion?

Q3: If someone had a problem and wanted to talk to you about it, what would you do to demonstrate that you are receptive and actively engaged in the conversation?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none"> <li>• Does not understand that miscommunication can cause problems.</li> <li>• Unable to effectively answer questions.</li> <li>• Inability to organize thoughts and answer questions directly.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that miscommunication can cause problems.</li> <li>• Able to communicate adequately.</li> <li>• Able to organize thoughts and respond to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Engages in effective communication skills which involve active listening, engagement, and interaction.</li> <li>• Able to communicate specific details and examples, elaborate well, and provide a mature response.</li> <li>• Strong ability to organize thoughts and respond thoughtfully.</li> </ul>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">1</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">2</div> </div> <p style="text-align: center;">Low</p>	<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">3</div> </div> <p style="text-align: center;">Mid Range</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">4</div> <div style="border: 1px solid black; padding: 2px 5px; margin: 2px;">5</div> </div> <p style="text-align: center;">High</p>

**Specific Reasons for Ratings:**

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**Performance Competency 4: Teamwork/ Interpersonal Relations**

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**Definition:**

How the individual functions in a group setting, putting the group’s goals ahead of one’s personal goals, and ability to assume different roles (leader versus follower) depending on the context.

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**Lead Questions:**

Q1: Describe a situation in your life in which you were placed in a leadership position on short notice. How did you handle leading the group? What challenges did you face and what did this experience teach you?

Q2: Describe how you have been an effective follower in a group setting, and how that impacted your role as a leader?

Q3: Give me an example of when you have been asked to sacrifice your personal success and gratification in order to serve a larger group or organizational goal. Why did you make the choice you did? What were the results or consequences of your decision?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none"> <li>• Reluctance to lead, follow, or do both if required.</li> <li>• Puts self before the team.</li> <li>• Always valuing self over others.</li> </ul>	<ul style="list-style-type: none"> <li>• Indicates willingness to lead, follow, or do both if required.</li> <li>• Willing to be a part of a team.</li> <li>• In instances where there is group consensus, demonstrates a tendency to agree with group goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Is proactive and willing to lead, follow, or do both if required.</li> <li>• Always considers team's needs before self.</li> <li>• Willing to sacrifice individual success to achieve group goals.</li> </ul>
<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">1</div> <div style="border: 1px solid black; padding: 2px 10px;">2</div> </div> <p>Low</p>	<div style="border: 1px solid black; padding: 2px 10px; width: 40px; margin: 0 auto;">3</div> <p>Mid Range</p>	<div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">4</div> <div style="border: 1px solid black; padding: 2px 10px;">5</div> </div> <p>High</p>
<p><b>Specific Reasons for Ratings:</b></p> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>		

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**Performance Competency 5: Judgment/ Decision-making**

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**Definition:**

Approach used to work through problems, weighing potential courses of action and considering potential solutions and consequences, and ability to make a decision.

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**Lead Questions:**

Q1: Can you tell us about a situation when you had to make a difficult decision or judgment call, what considerations you made, and what that taught you about your ability to make decisions?

Q2: Describe a situation in which you had to make a challenging decision that negatively impacted another person or group. What was the basis of your decision, and describe in detail how you formulated and evaluated the pros and cons of the impacts of the decision? Do you still believe you made the right decision, and describe why or why not?

<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
<ul style="list-style-type: none"> <li>• Uncomfortable to seek help in making decisions, even in situations where it would be beneficial.</li> <li>• Makes impacting decisions on scant or irrelevant information.</li> <li>• Makes decisions without considering the consequences.</li> </ul>	<ul style="list-style-type: none"> <li>• Will seek help if required.</li> <li>• Uses information only if it's readily available.</li> <li>• Does not consider all the consequences before making a decision.</li> </ul>	<ul style="list-style-type: none"> <li>• Comfortable seeking help in making decisions.</li> <li>• Uses as much information as possible before making decision.</li> <li>• Indicates a willingness to accept the known (and unanticipated) consequences of taking actions or making a decision.</li> </ul>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px; margin: 5px;">1</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 5px;">2</div> </div> <p style="text-align: center;">Low</p>	<div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px; margin: 5px;">3</div> </div> <p style="text-align: center;">Mid Range</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px; margin: 5px;">4</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 5px;">5</div> </div> <p style="text-align: center;">High</p>
<p><b>Specific Reasons for Ratings:</b></p> <div style="border: 1px solid black; height: 250px; width: 100%;"></div>		





**Other:** Comment on any other relevant topics of interest to the NROTC Selection Board, particularly anything that makes this candidate's situation/application different or stand out from other applicants. If none, enter N/A.

**Comments:**