

## Technical Report 1390

# Development and Evaluation of a Revised Peer Assessment for the U.S. Army Officer Candidate School

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| <p><b>Controlled by: DAPE-ARI</b><br/><b>CUI Category: Unclassified</b><br/><b>Distribution Statement: A</b><br/><b>POC: Jennifer S. Tucker, 706-366-7312</b></p> |
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March 2021

**United States Army Research Institute  
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| <b>REPORT DOCUMENTATION PAGE</b>  |                                    |                                     | <i>Form Approved</i><br><i>OMB No. 0704-0188</i>                       |  |  |
|---|------------------------------------|-------------------------------------|--|--|--|
| <b>1. REPORT DATE (DD-MM-YYYY)</b><br>March 2021  |                                    | <b>2. REPORT TYPE</b><br>Final      |  | <b>3. DATES COVERED (From - To)</b><br>June 2018 – December 2019 |  |
| <b>4. TITLE AND SUBTITLE</b><br>Development and Evaluation of a Revised Peer Assessment for the U.S. Army Officer Candidate School  |                                    |                                     | <b>5a. CONTRACT NUMBER</b><br>W911NF-18-F-0028                         |  |  |
|   |                                    |                                     | <b>5b. GRANT NUMBER</b>  |  |  |
|   |                                    |                                     | <b>5c. PROGRAM ELEMENT NUMBER</b><br>622785                            |  |  |
| <b>6. AUTHOR(S)</b><br>Tatiana H. Toumbeva, Elizabeth R. Uhl, Ashley H. Wittig, Celeste N. Sanders, Frederick J. Diedrich, Scott M. Flanagan, and Ronelle L. Koschny  |                                    |                                     | <b>5d. PROJECT NUMBER</b><br>A790                                      |  |  |
|   |                                    |                                     | <b>5e. TASK NUMBER</b>   |  |  |
|   |                                    |                                     | <b>5f. WORK UNIT NUMBER</b>  |  |  |
| <b>7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES)</b><br>Aptima, Inc.<br>12 Gill St. Suite 1400<br>Woburn, MA 01801   |                                    |                                     | <b>8. PERFORMING ORGANIZATION REPORT</b>                               |  |  |
| <b>9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES)</b><br><br>U. S. Army Research Institute<br>for the Behavioral & Social Sciences<br>6000 6 <sup>TH</sup> Street (Bldg. 1464 / Mail Stop 5610)<br>Fort Belvoir, VA 22060-5610   |                                    |                                     | <b>10. SPONSOR/MONITOR'S ACRONYM(S)</b><br>ARI                         |  |  |
|   |                                    |                                     | <b>11. SPONSOR/MONITOR'S REPORT NUMBER(S)</b><br>Technical Report 1390 |  |  |
| <b>12. DISTRIBUTION/AVAILABILITY STATEMENT:</b><br>Distribution Statement A: Approved for public release; distribution is unlimited.  |                                    |                                     |  |  |  |
| <b>13. SUPPLEMENTARY NOTES</b><br>ARI Research POC: Elizabeth Uhl, Ph.D. Fort Benning Research Unit   |                                    |                                     |  |  |  |
| <b>14. ABSTRACT (200 words max)</b><br><br>Peer assessments are commonplace across a variety of settings, including within the U.S. Army. The goal of this study was to develop an efficient, useful, and sustainable peer assessment process for the U.S. Army Officer Candidate School (OCS) that supports student growth on key leadership attributes while meeting larger programmatic needs. As part of a front-end analysis, a series of focus groups were conducted to gather cadre and officer candidate feedback about the legacy peer assessment process. Based on the feedback, the peer assessment process was revised with consideration for training objectives and contextual constraints. The new peer assessment included clear guidance on the evaluative criteria, including a behaviorally anchored rating scale for the target leadership attributes. The new peer assessment was tested during an OCS cycle with one company of officer candidates and compared to the legacy peer assessment. Utility and usability findings showed that while the legacy process was easier and quicker to complete, the new process was more helpful for student development. Best practices and implications for future research are discussed. |                                    |                                     |  |  |  |
| <b>15. SUBJECT TERMS</b><br>Peer evaluation, Peer assessment, Leader requirements model, Feedback, Rubric, Behaviorally anchored rating scales  |                                    |                                     |  |  |  |
| <b>16. SECURITY CLASSIFICATION OF:</b>  |                                    |                                     | <b>17. LIMITATION OF ABSTRACT</b>                                      | <b>18. NUMBER OF PAGES</b>                                       | <b>19a. NAME OF RESPONSIBLE PERSON</b>       |
| <b>a. REPORT</b><br>Unclassified  | <b>b. ABSTRACT</b><br>Unclassified | <b>c. THIS PAGE</b><br>Unclassified | Unlimited<br>Unclassified  | 57   | Dr. Jennifer Tucker                          |
|   |                                    |                                     |  |  | <b>19b. TELEPHONE NUMBER</b><br>706-545-2428 |

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## ACKNOWLEDGMENTS

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We would like to thank all of the leadership, cadre, and students at the Officer Candidate School (OCS) at Fort Benning for allowing us to conduct this research, providing valuable input and feedback, and serving as proponents of this work.

# DEVELOPMENT AND EVALUATION OF A REVISED PEER ASSESSMENT FOR THE OFFICER CANDIDATE SCHOOL

## EXECUTIVE SUMMARY

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### Research Requirement:

Peer evaluations are commonplace across a variety of settings, including within the Army (e.g., Basic Combat Training, Officer Candidate School, Basic Officer Leader Course, Ranger School). Despite their widespread use, peer assessments can be challenging to conduct, especially within dynamic and demanding contexts. In the absence of a one-size-fits-all approach for peer assessments, best practices exist that can help to appropriately harness the value of peer feedback for learning and development. For peer assessments to be effective, the process must be sensitive to contextual constraints, align with training objectives, and help to fulfill larger programmatic needs. Furthermore, the type of data captured as part of peer assessments must yield useful and actionable feedback. Perhaps most importantly, the results must be shared in a way that supports student growth and development.

### Procedure:

The goal of this research was to develop an efficient, useful, and sustainable peer assessment process for Officer Candidate School (OCS) that supports student growth on key leadership attributes and competencies while meeting larger programmatic needs. As part of a front-end analysis, a series of focus groups were conducted to gain a holistic understanding of how and why peer assessments are used at OCS, and to identify strengths and areas for improvement. Next, the peer assessment process was revised based on insights gathered from OCS cadre, officer candidates (OCs), and OCS leadership. The new process was developed and refined iteratively, following multiple rounds of review by end users and subject matter experts. The new peer assessment included clear guidance on the evaluative criteria and included behaviorally anchored rating scales for the target leadership attributes and competencies. To evaluate the process, the new peer assessment was administered for one company of OCs and compared to the legacy peer assessment. Qualitative and quantitative data were gathered on the utility and usability of each type of peer assessment.

### Findings:

Results showed that the legacy peer assessment was, on average, considered easier to complete and more efficient compared to the new peer assessment process. However, cadre and OCs rated the new peer assessment more favorably than the legacy process on providing sufficient guidance on evaluative criteria, conveying the purpose behind peer assessments in OCS, and helping OCs understand how to provide useful feedback to others.

### Utilization and Dissemination of Findings:

A useful and sustainable peer assessment method was iteratively developed and tested as part of this research. Evidence was obtained for the utility and usability of the peer assessment

process. While the explicit focus of the current research was on OCS, the identified challenges associated with peer assessments are also relevant for other instructional contexts, and the resulting recommendations can be applicable to a wide range of institutional training and operational settings. As such, similar tools (e.g., rubric, peer assessment format) could be developed and employed to support learning in a variety of settings.

DEVELOPMENT AND EVALUATION OF A REVISED PEER ASSESSMENT FOR THE OFFICER CANDIDATE SCHOOL

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# **Development and Evaluation of a Revised Peer Assessment for the U.S. Army Officer Candidate School**

## **Introduction**

Peer assessments have been used in military, educational, and industrial settings since before World War II (Downey & Duffy, 1978). Peer assessment is a general term to describe the process of evaluating a behavior, learning outcome, or task performance of an individual who is of common status, frame of reference, or who does not have a documented or perceived authority over the individual (Downey & Duffy, 1978). The terms peer assessment and peer evaluation are often used interchangeably (Dochy et al., 1999).

There are three general methods for conducting peer assessments: peer nomination, peer ranking, and peer rating (Kane & Lawler, 1978). For the peer nomination method, group members identify or nominate a specified number of group members (e.g., three) as being the highest performers on a particular dimension. The peer nomination method may also include group members identifying those who are the lowest performers on the identified dimension. A related method is peer rankings – for this method, each group member ranks all the other members of the group from best to worst on a specified dimension. For both methods, individuals are typically asked not to include themselves in the nomination or ranking. The third method is peer ratings, in which individuals rate the other group members on a set of dimensions using a rating scale, such as a Likert-type scale or a behaviorally anchored rating scale. The methods described above could be used alone or in conjunction with peer feedback. Peer feedback is typically used to describe an evaluation process characterized by receiving feedback on performance and standards, and typically includes comments or other qualitative data (Falchikov, 1995; Liu & Carless, 2006).

A variety of uses for peer assessments have been identified. Van Zundert et al., (2010) describe two basic uses of peer assessments: as a learning tool or as an evaluation tool. This parallels the distinction O'Donnell and Topping (1998) made between peer assessments for formative or summative feedback. Peer assessment for learning or formative feedback is intended to improve performance and tends to be qualitative. Peer assessments for evaluation or summative feedback is a judgement of performance or a product and tends to be quantitative. Though the distinction between peer assessment as an evaluation tool and as a learning tool suggests a dichotomy, it is likely more complicated. For example, peer grading, the practice of having students grade each other's work, would seem to be a clear example of peer assessment as an evaluation tool. However, there is evidence that students can learn from grading each other's work (Sadler & Good, 2006). Researchers have suggested that both providing and receiving feedback can be beneficial for development (Topping, 1998).

It is important to align the purpose (e.g., formative and/or summative feedback) with the method of peer assessments. Peer nomination, peer ranking, and peer rating lend themselves more easily to summative feedback, while peer feedback (e.g., comments) may lend itself more readily to formative feedback. Of course, how and what data are shared with each student is also an important determinant of the utility of the peer assessments, especially for formative feedback.

Researchers have identified characteristics of assessment feedback that support student learning (Gibbs & Simpson, 2005). To be useful, feedback should be timely, relevant, sufficient in amount and detail, and focused on factors that are under the students' control. In addition, the feedback should be in line with the students' understanding of the assessment and its purpose. Once the students receive and attend to the feedback, it should be acted upon. Collectively, these characteristics can help ensure that feedback has a positive impact on development.

## **Current Research**

The goal of this research was to develop an efficient, useful, and sustainable peer assessment process for the U.S. Army Officer Candidate School (OCS) that supports student growth on key leadership attributes and competencies while meeting larger programmatic needs. As part of a front-end analysis, a series of focus groups were conducted to gain a holistic understanding of how and why peer assessments are used at OCS, and to identify strengths and areas for improvement. Next, the peer assessment process was revised based on insights gathered from OCS cadre, officer candidates (OCs), and OCS leadership. The new process was developed and refined iteratively, following multiple rounds of review by end users and subject matter experts. To evaluate the revised peer assessment, it was counterbalanced with the legacy peer assessment for one OCS cycle. Qualitative and quantitative data were gathered on the utility and usability of each peer assessment for development.

### **Phase 1: Review of Current Peer Assessment Practices**

Focus groups were conducted with OCS candidates and cadre to develop a better understanding of how and when peer assessment data are used in OCS, and to develop recommendations for enhancing the peer assessment process for the instructional context.

## **Method**

Six focus groups were conducted. Two focus groups included a total of 22 OCs from two companies. Four focus groups included a total of 17 cadre members from five companies holding a range of ranks including O-3 and E-5 through E-8.

A semi-structured interview format was used to prompt discussion. Topics discussed included: why and how peer assessments are currently conducted in the course, if feedback is provided to students based on the results and whether it is helpful, how the peer assessment format and process could be improved, and whether the results should be tied to the final course grade and Order of Merit List (OML) or be strictly developmental. Each focus group took an hour to an hour and a half to complete and was facilitated by members of the research team.

## **Results**

### ***Process***

Though there were variations in the peer assessment process across companies, a general peer assessment process was elucidated. First, OCs completed peer assessments three times in the 12-week course, at or around weeks five, eight, and ten. The peer assessments are not evenly

distributed throughout the course because they tend to be conducted after significant milestones in the curriculum. For example, the first peer assessment is typically completed after land navigation, the second peer assessment is completed after squad field exercises, and the final peer assessment is completed after platoon field exercises. Candidates rated their squad members for the first two peer assessments and rated their platoon members for the third peer assessment. For each peer assessment, candidates rank-ordered their squad/platoon members from highest performer (Rank #1) to lowest performer (Rank # $n - 1$ , where  $n$  = number of people in the candidate's squad). Candidates were also typically asked to write a comment about each peer and to respond to a yes/no peer trust question, such as "Would you go to war with this person?" Though the type of feedback received varied by platoon, typically those who scored in the bottom 3 of their platoon received feedback from the cadre on their peer assessments. In some platoons, those who scored in the top 3 also received feedback, while others (candidates in the middle) received no feedback.

### ***Purpose***

Cadre identified three uses of the peer assessments. First, they count towards the OML and OCS course grade (e.g., summative assessment). Second, they can be used to identify red flags (i.e., problems that might result in recycles) and fill in gaps about student performance (for example, identifying behaviors cadre are not aware of but that peers see). Third, they can be used to provide developmental feedback to help candidates improve (e.g., formative assessment).

### ***Cadre Identified Limitations***

Cadre identified several limitations to the current approach which may affect the utility of peer assessment for the purposes listed above. For instance, peer rankings can be subjective and can turn into a popularity contest or be gamed/manipulated (e.g., ranking friends better or rotating OCs who are at the bottom each time). Next, the peer assessment approach was not standardized across all OCS companies. Furthermore, student comments are often sparse, not actionable, and/or not constructive in the absence of concrete guidance on evaluative criteria. Relatedly, because the comments are often too general, the peer assessment results are not conducive to formative feedback (i.e., what specifically the OC should improve on and how). The platoon-level peer assessment is also of limited utility mainly because the OCs typically work in squads and do not have the opportunity to get to know and meaningfully rank every other member of the platoon during the course. Further, cadre indicated that data management is time consuming given that they have to manually input the rankings for each OC and process hand-written comments after each assessment. There was also debate on the utility of using peer assessment scores for OML/course grade calculations: some cadre argued that if excluded from OML/course grade, students would not take the peer assessments seriously. Others argued that the perceived high stakes of the peer assessment results (i.e., rank counting toward OML calculation) contributes to gaming and, as such, reduces the utility of peer assessments for development.

### ***Cadre Recommendations***

In response to these and other issues, the cadre made the following recommendations: provide more guidance on evaluation criteria, standardize the peer assessment in OCS, expedite

and/or digitize the peer assessment process to make it easier to aggregate data and provide feedback. Two other suggestions, which did not have a consensus among the cadre, were to drop the platoon level peer assessment and to drop the peer score from OML calculation.

***Officer Candidate Identified Limitations***

OCs identified several issues that were also identified by the cadre, including that the peer rankings can be a popularity contest or impacted by friendship; that the peer ranking system can be gamed; and that peer assessment results should not be used for OML. OCs also identified the following concerns: not everyone receives feedback, OCs receive insufficient guidance on how to complete the peer assessment and what criteria to use to evaluate peers, and it is difficult to meaningfully rank the whole platoon as part of the end-of-course platoon-level assessment. Additionally, since peer assessments are completed on students’ own time, and often perceived to have lower priority than other tasks, not much thought goes into providing feedback.

***Officer Candidate Recommendations***

In response to these and other issues, OCs made the following recommendations: provide more guidance on intent and evaluation criteria; provide constructive feedback to all OCs; focus on strengths, weaknesses, and how to improve; make peer assessment more relevant to how peers interact with each other (e.g., teamwork, motivation, leadership); have face-to-face feedback sessions moderated by cadre; and provide dedicated class time to complete peer assessments. The limitations and recommendations identified by cadre and OCs are summarized in Table 1.

**Table 1**

*Summary of Cadre and Officer Candidate Feedback about the Legacy Peer Assessment Processes*

| Source        | Identified Limitations   | Recommendations   |
|---------------|--|---|
| Cadre and OCs | <ul style="list-style-type: none"> <li>• Popularity contest/too subjective</li> <li>• Can be gamed</li> <li>• Not useful for OML (mixed opinions)</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide more guidance on evaluation criteria</li> <li>• Drop PLT peer assessment</li> <li>• Drop from OML</li> </ul>   |
| Cadre         | <ul style="list-style-type: none"> <li>• Not conducive to formative feedback</li> <li>• Platoon level assessment has limited utility</li> <li>• Not standardized</li> <li>• Comments are not always useful</li> <li>• Data management is time consuming</li> </ul>                         | <ul style="list-style-type: none"> <li>• Keep trust question</li> <li>• Standardize across OCS</li> <li>• Keep anonymous (mixed opinions)</li> <li>• Expedite and/or digitize the process</li> </ul>  |
| OCs           | <ul style="list-style-type: none"> <li>• Not everyone gets feedback</li> <li>• Difficult to meaningfully rate entire platoon</li> <li>• Insufficient guidance on how to complete</li> <li>• Insufficient guidance on what criteria to use</li> <li>• Not always taken seriously</li> </ul> | <ul style="list-style-type: none"> <li>• Keep trust question</li> <li>• Provide constructive feedback to all OCs</li> <li>• Focus on strengths, weaknesses</li> <li>• Focus on how to improve</li> <li>• Relate to how peers interact with each other</li> <li>• Face-to-face feedback session</li> <li>• Dedicated class time</li> </ul> |

## Conclusion

There were several similarities in the limitations and recommendations from the cadre and OCs. In particular, both groups noted concerns about peer assessments being influenced by popularity, the system being gamed, and the limited provision of feedback. Both groups also recommended to provide more guidance on the evaluation criteria, drop the platoon peer assessment, and keep the peer trust question, which was useful. The identified limitations and recommendations were considered when revising the peer assessment in Phase 2.

### Phase 2: Revised Peer Assessment

The overall purpose of this effort was to design an efficient, useful, and sustainable peer assessment process that supports OC growth and development. To revise the peer assessment process for OCS, the researchers considered: the limitations and recommendations that OCS cadre and candidates identified as part of Phase 1, germane literature on peer assessments, and contextual constraints. As a result, several recommendations were made to OCS leadership about how to optimize the current peer assessment practices. A new version of the peer assessment was designed after receiving feedback from OCS leadership.

## Research Recommendations

### *Evaluation Criteria*

One concern that OCS cadre noted was that the comments on peer assessments were often sparse and, when provided, the comments were often not actionable or constructive. Both cadre and OCs recommended providing more guidance on evaluation criteria. This feedback led to the first research recommendation which was to supplement the peer assessment process with the Leadership Requirements Model (LRM) rubric developed by Toumbeva et al. (2018) for OCS. This rubric consists of behaviorally anchored rating scales (BARS) for each of the 29 sub-attributes and sub-competencies of the LRM. The LRM includes the Army Values as an attribute under character. For the purposes of the LRM rubric, the Army Values of Loyalty, Duty, Respect, Selfless Service, Integrity, and Personal Courage were broken out as individual attributes under character (see Figure 1; U.S. Department of the Army, 2019).<sup>1</sup> The BARS include descriptions of behavior at various performance levels for each sub-attribute and sub-competency. BARS for the components of character, including the Army Values, are described at two levels: *go* and *no go*. BARS for the other attributes and competencies are described at four levels: needs improvement, satisfactory, excellent, and outstanding. These proficiency levels were aligned with the levels used in other OCS leadership evaluation forms. It was also recommended that OCs be given a copy of the leadership rubric at the beginning of the course. The goal of using the leadership rubric was to reduce subjectivity, introduce appropriate evaluation criteria, and improve the quality of peer feedback. This recommendation was implemented in the new peer assessment process for OCS.

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<sup>1</sup> This research was conducted before the publication of the revised LRM in U.S. Department of the Army (2019); therefore, the LRM rubric was based on U.S. Department of the Army (2012) which did not include humility.

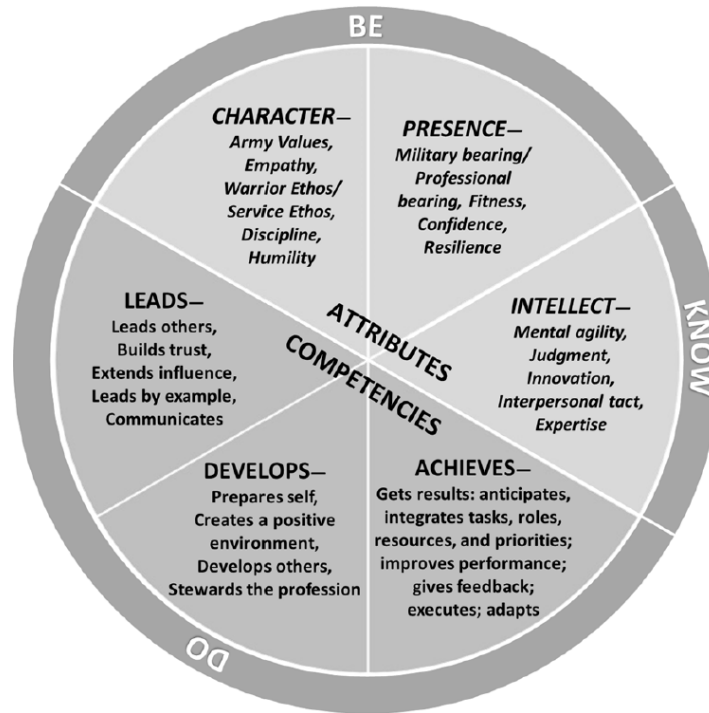


Figure 1. The Army leadership requirements model (U.S. Department of the Army, 2019).

### **Timing**

The second set of recommendations regarded the timing of the peer assessment. Among focus group participants, there was a consensus that the squad peer assessments should be done at approximately weeks 4 and 10 of the course in order to align with critical course milestones, such as land navigation and the squad field training exercise. The goal of conducting peer assessments after critical course milestones was to ensure that OCs had relevant experiences to draw from when evaluating one another for the peer assessment. Further, it was recommended that dedicated class time should be provided for the peer assessments, rather than asking OCs to complete them on their own time. The goal of providing dedicated class time to complete the peer assessments was to encourage OCs to take the process seriously, clarify the peer assessment goals and instructions, and, as such, improve the quality of the peer assessments. These recommendations were implemented in the new peer assessment process for OCS.

### **Format**

Several changes to the format of the peer assessment were suggested. First, it was recommended that OCs identify specific sustains (strengths) and improves (weaknesses) for each peer based on the LRM sub-attributes and sub-competencies in order to help OCs provide more constructive and actionable feedback. Second, to improve efficiency, it was recommended that OCs be required to identify at least one, but not more than three sustains and improves, for each ratee, and to require a comment to justify each sustain or improve. Third, it was recommended that the trust question be changed slightly to “Would you trust this Soldier as your leader in combat?” because the reference to war may not be as meaningful this early in a Soldier’s career. The goals of these recommendations were to improve the relevance of peer feedback (e.g.,

through use of a leadership rubric) and to help expedite the peer assessment process (e.g., by reducing the number of required sustains and improves for each peer). The final recommendation was to add the question “What have you done (or could you do in the future) to help this OC improve?” to help OCs consider their personal responsibility for helping their peers improve. All these recommendations were implemented in the new peer assessment process for OCS.

### ***Gaming***

Cadre and OCs both noted concerns about gaming of responses to the peer assessment, that is, OCs manipulating their assessments, generally to improve their scores or their friends’ scores. Little research has addressed gaming in peer evaluations. Wong and Kwong (2007) examined the impact of rater goal on peer evaluations and found that the rater’s goal (e.g., fairness or harmony) impacted ratings. Research on employee appraisals found that these appraisals could be manipulated because of political motivations (Longenecker et al., 1987) though to date, research has not addressed politically motivated manipulations in peer assessments. Two recommendations were made to reduce gaming and bias in the peer assessments and improve their utility for formative feedback. One recommendation was to remove the rankings from the peer assessment – that is, only have individuals supply sustains and improves with comments without rank ordering the members of their squad or platoon. The second recommendation was to remove the peer scores from OML calculations. These recommendations were not implemented for the current study due to the larger implications of these changes for OCS (i.e., Army process for post-OCS branching is based on OML).

### ***Platoon-level Assessment***

Another recommendation was to drop the platoon-level peer assessment conducted at the end of the course given the concern that there were too many people to meaningfully rate (though, see Uhl & Glorioso, 2020). A modification of this recommendation was implemented in the evaluated cycle. Instead of dropping the Time 3 platoon-level peer assessment entirely, candidates completed another squad-level peer assessment at Time 3. The goal of replacing the platoon-level assessment with a squad-level assessment was to enhance the quality of the feedback by reducing the number of peers to be rated and in particular those with whom individuals have minimal interaction upon which to base their evaluation.

### **Description of Revised and Legacy Peer Assessment Processes**

The legacy peer assessment process included two squad-level assessments (beginning and middle of the course) and a platoon-level assessment (end of the course), all completed on the OCs’ own time. The legacy assessment required OCs to write a comment about each peer without guidance on what and how to evaluate them. Following the legacy process, cadre provided feedback to OCs who were rated at the bottom, and, at times, to those who were rated at the top of the platoon.

The new peer assessment process included three squad-level assessments, all completed during dedicated class time. As part of the instructions, OCs received clear guidance on how to evaluate peers. Specifically, OCs were asked to select sustains and improves using attributes from the LRM and write comments for each attribute using the provided rubric as a guide. Also

included in the new peer assessment was an accountability question (i.e., what have you done/would you do to help your peer improve?). Though cadre were advised to provide timely feedback to OCs who completed the new peer assessment based on the peer assessment results, this advice was not consistently implemented.

Both the legacy and new peer assessment had a peer trust question and peer rankings section. The peer rankings contributed to OML/final course grade calculations.

### **Phase 3: New Peer Assessment Evaluation**

The goal of Phase 3 was to test and evaluate the revised peer assessment developed in Phase 2 and compare it to the legacy peer assessment process. Of interest, was whether the new peer assessment process added value for OCs and cadre compared to the legacy process.

#### **Method**

##### ***Participants***

The study was conducted with a company of OCs and their cadre. A total of 126 OCs across four platoons from the same company in OCS voluntarily participated in the study. Peer assessments were a required component of OCS, but inclusion of student data and completion of the other components of the study were not required. Peer assessment participation ranged from 114 to 126 OCs due to absences, moves, or dismissals. The number of OCs per squad ranged from 9 to 12 (25 to 36 OCs per platoon). The average reported age of the OCs was 27.09 years ( $SD = 3.54$ ) and average time in service was 29.67 months ( $SD = 39.37$  months; minimum = 3 months, maximum = 153 months). Of the sample, 65.7% reported their gender as male and 23.4% reported their gender as female. Some participants did not report their gender (10.9%). The highest level of education for the participants was Bachelor's degree (82.5%) and Master's degree or higher (16.7%). A few participants did not report their level of education (0.8%). Finally, 13.4% of participants reported a pay grade of E-4, 64.8% reported a pay grade of E-5, 7.0% reported a pay grade of E-6, and 2.3% reported a pay grade of E-7. Some participants did not report their pay grade (12.5%). Distribution of demographics was similar across the different platoons.

##### ***Procedure***

The study was designed with input from OCS cadre and leadership so that the plan was feasible and could be executed with minimal disruption to the participants and course workflow. Per OCS request, peer assessments occurred during dedicated weekend time in the beginning (week 4), middle (week 9), and end of the course (week 11). The assessments were done at the squad level where each OC evaluated their squad members (up to 11 peer assessments). The first two data collections were conducted simultaneously in two classrooms (two platoons per classroom), and the third with all platoons together in one classroom. Each data collection was facilitated by members of the ARI research team.

For the first peer assessment, two platoons completed the new peer assessment process, while the other two platoons completed the legacy process during designated class time.

Typically, the legacy peer assessment process was completed on the candidates' own time, but for this project, dedicated time was provided for completing the peer assessments for both groups. For the second peer assessment, the versions were counterbalanced such that the two platoons who had first completed the legacy version, completed the new version for the second peer assessment and vice versa. During the third peer assessment, all platoons completed the new peer assessment. The counterbalancing at Times 1 and 2 was done so that all OCs could have the opportunity to experience and react to both methods of assessment, as requested by OCS leadership.

One limitation of the counterbalance design is that participants who completed the legacy peer assessment at Time 2 were exposed to the LRM rubric at Time 1. Though these participants were not given a copy of the leadership rubric when completing the legacy peer assessment, it is likely that their experience at Time 1 carried over to Time 2.

After the first two peer assessments, all of the OCs who participated in the research project were invited to complete a self-assessment, a user opinion survey about the peer assessment they had just completed, and a demographics questionnaire for research purposes. After the third peer assessment, the OCs were asked to complete a survey comparing the new and legacy peer assessments.

At the end of the cycle, cadre participated in a focus group to provide feedback about the different peer assessment methods and completed a comparison survey. Through a semi-structured interview process, cadre were invited to share their impressions of the new peer assessment, what should be improved, how it compares to the legacy process, and the utility of peer feedback, among other key considerations.

### *Materials*

**Legacy peer assessment.** For the legacy peer assessment (see Appendix A), OCs were asked to rank their squad members from best (#1) to worst ( $n - 1$ ), to answer the yes/no peer trust question, and to provide comments for each peer in their squad. They were not given specific guidance on the evaluation criteria. A printout of the LRM rubric was not included with the legacy assessment forms. Cadre were asked to communicate peer feedback to OCs as they typically would, which included counseling those OCs who were ranked at the bottom of their platoon. The legacy peer assessment process took about an hour for OCs to complete.

**Revised peer assessment.** The revised peer assessment forms (see Appendix B) were supplemented with a printout of the LRM rubric (see Appendix C), which contained guidance on the evaluative criteria. OCs were required to identify at least one and up to three sustains and improves from the LRM and to write a comment for each sustain and improve. OCs also answered the revised peer trust question and the open-ended accountability question. After completing each individual peer assessment, OCs were asked to rank their squad members from best (#1) to worst ( $n - 1$ ). Cadre were advised to provide feedback based on the peer results to all OCs who had completed the new peer assessment form. The new peer assessment process took about an hour and a half to complete.

**Leadership Requirements Model rubric.** This rubric includes BARS for each of the 29 sub-attributes and sub-competencies of the LRM (Toumbeva et al., 2018). BARS for the components of character are described at two levels: *go* and *no go*. BARS for the other attributes and competencies are described at four levels: needs improvement, satisfactory, excellent, and outstanding (see Appendix C). Paper copies of the rubric were passed out along with the revised (but not legacy) forms at the time of the peer assessment.

**Self-assessment.** The self-assessment was modeled after the peer assessment and varied slightly based on which version of the peer assessment was completed. Both self-assessment versions asked OCs to identify at least one and up to three of their own sustains and improves, to answer the questions “What have you done so far to try to improve in the course?” and “what other feedback and/or experiences would help you improve more in the future?” Lastly, OCs were asked how they would rank themselves in their squad. The major difference between the two versions of the self-assessment is that the self-assessment that accompanied the revised peer assessment (see Appendix D) included directions to refer to the LRM rubric to help identify sustains and improves, while the legacy peer assessment (see Appendix E) did not reference specific evaluation criteria and OCs were not provided with the rubric.

**User Survey.** Self-report surveys were administered to OCs after the first and second assessments to gather quantitative feedback about the format, process, and utility of the peer assessment they just completed. The surveys included questions such as “The peer assessment process was easy to complete.” “I was able to provide actionable feedback to my peers in the comments.” Response options ranged from *strongly disagree* (1) to *strongly agree* (5). The OCs received slightly different versions of the survey depending on whether they completed the legacy (see Appendix F) or revised (see Appendix G) peer assessment.

**Comparison Survey.** After the final peer assessment, OCs compared the new and legacy peer assessment versions in terms of usefulness, effectiveness, and other characteristics (see Appendix H). Participants identified which peer assessment version was better on different utility and usability criteria. The 7 response options ranged from: *legacy peer assessment was much better*, to *new peer assessment was much better*. Cadre completed a similar comparison survey at the end of the cycle (see Appendix I).

**Officer Candidate Demographic Questionnaire.** Participating OCs were asked to complete a demographic questionnaire, which included age, gender, pay grade, time in service, and highest level of education completed.

**Cadre Focus Group.** At the end of the cycle, a focus group was conducted with cadre to gather feedback about the peer assessment process. The discussion focused on perceived utility and usefulness of the new peer assessment format and process and how it compares to the legacy one. Suggestions for improvement were also requested. Example questions included: “What were your impressions of the new peer assessment process? What did you like/not like? What would you keep/change, and why? What did you like most/least in the new process compared to the legacy process? Do you think the peer assessment was useful for the cadre and OCs? In what ways? If no, why not?”

## Results

### *Perceived Utility and Usability*

The first goal of the study was to examine whether the new peer assessment process added value for OCs and cadre compared to the legacy process. Reaction data were obtained from OCs and cadre regarding their experiences with the peer assessments.

**Officer Candidate Survey Feedback.** After the first and second peer assessments, OCs completed user surveys about the particular peer assessment version they had just completed. Given counterbalancing of the versions, two platoons responded to the legacy peer assessment survey and two platoons responded to the new peer assessment survey at each of the two time points. Results for within and between group differences in survey perceptions associated with peer assessment version order are presented in Tables J1 and K1, respectively.

As shown in Table J1 (see Appendix J), OCs who completed and rated the legacy peer assessment first (at Time 1) thought that the new peer assessment (completed and rated at Time 2) was significantly better at providing sufficient evaluative guidance, conveying the purpose behind the peer assessments at OCS, and helping to better understand how to provide useful feedback to others. This group of OCs also liked the new version significantly more overall than the legacy version. Conversely, OCs who completed and rated the new peer assessment first (at Time 1) thought that while the legacy peer assessment (completed and rated at Time 2) was significantly easier to complete and more efficient, the new peer assessment was significantly better at providing sufficient evaluative guidance. This group of OCs liked the legacy version significantly more overall than the new version.

As shown in Table K1 (see Appendix K), the new peer assessment first group had significantly more favorable opinions about the legacy peer assessment compared to the legacy peer assessment first group. Meanwhile, the legacy peer assessment first group liked the new peer assessment significantly better overall than the new peer assessment first group.

At the end of the cycle, after completing the new peer assessment, OCs from all four platoons compared the new and legacy peer assessment on a number of characteristics as part of a comparison survey. Table 2 shows frequencies for OCs who identified either version as being slightly better, better, or much better on each characteristic. The results across the three response categories in favor of the legacy and new peer assessments were merged into one category each (i.e., legacy was better, new was better) for ease of interpretation and presentation. In general, while the legacy peer assessment was considered easier and quicker to complete, the new process was expected to be more helpful for development.

In addition, Chi-Square Goodness of Fit tests were conducted to further examine OC preferences for which peer assessment version was better. Of interest was whether or not the distribution of preferences across the three choices (i.e., legacy, same, new) occurred with equal frequencies across the three response categories. As shown in Table 2, the legacy peer assessment was considered easier and more efficient than the new peer assessment. The new peer assessment was rated better on all other characteristics, except how seriously the peer

assessments were taken by OCs, indicating that both versions were perceived similarly on this characteristic.

**Table 2**

*Comparison Survey Officer Candidate Results*

| Characteristic   | Legacy PA |       | Same     |       | New PA   |       | $\chi^2(2)$ |
|--|-----------|-------|----------|-------|----------|-------|-------------|
|  | <i>n</i>  | %     | <i>n</i> | %     | <i>n</i> | %     |             |
| Easy to complete.  | 79        | 71.20 | 7        | 6.30  | 25       | 22.50 | 75.89**     |
| Efficient.   | 70        | 63.10 | 7        | 6.30  | 34       | 30.60 | 54.00**     |
| Fair.  | 23        | 20.40 | 36       | 31.90 | 54       | 47.70 | 12.87*      |
| Taken seriously.   | 26        | 23.20 | 40       | 35.70 | 46       | 41.10 | 5.64        |
| Helped uncover my strengths and weaknesses.  | 14        | 12.50 | 35       | 31.30 | 63       | 56.20 | 32.38**     |
| Helped me improve at OCS.  | 14        | 12.50 | 44       | 39.30 | 54       | 48.20 | 23.21**     |
| Helped me become a better leader.  | 15        | 13.40 | 46       | 41.10 | 51       | 45.50 | 20.38**     |
| Motivated me to do better at OCS.  | 14        | 12.40 | 53       | 46.90 | 46       | 40.70 | 22.96**     |
| Helped me understand the purpose of PAs at OCS.  | 11        | 9.80  | 43       | 38.40 | 58       | 51.80 | 30.88**     |
| Made me feel accountable for my peers.   | 15        | 13.50 | 47       | 42.30 | 49       | 44.10 | 19.68**     |
| Prompted me to think deeply about leadership attributes/competencies.                      | 12        | 10.60 | 23       | 20.40 | 78       | 69.00 | 66.39**     |
| Useful for cadre.  | 11        | 9.90  | 38       | 34.20 | 62       | 55.90 | 35.19**     |
| Useful for OCs.  | 15        | 13.30 | 24       | 21.20 | 74       | 65.50 | 53.65**     |
| Overall effectiveness.   | 17        | 15.00 | 25       | 22.10 | 71       | 62.90 | 45.10**     |
| Provided clearer evaluation criteria.  | 19        | 16.80 | 20       | 34.50 | 74       | 65.50 | 52.58**     |
| Provided me with honest feedback.  | 18        | 15.90 | 33       | 29.20 | 62       | 54.90 | 26.57**     |
| Provided me with actionable feedback.  | 10        | 8.80  | 36       | 31.90 | 67       | 59.30 | 43.24**     |
| Provided me with peer feedback that was accurate/ representative of my performance at OCS. | 13        | 11.50 | 45       | 39.80 | 55       | 48.70 | 25.56**     |

*Note.* *N* ranges from 111-113 due to missing data. Expected *N* per response option = 37. PA = peer assessment.

\*\*  $p < .001$ . \*  $p < .01$ .

As part of the final survey, OCs also provided feedback on the specific components of the peer assessments (e.g., rubric, self-assessment, ranking). As shown in Table 3, on average, the highest rated item had to do with the usefulness of the leadership rubric that accompanied the new peer assessment.

**Table 3***End-of-Cycle Survey Officer Candidate Results*

| Survey Items   | Mean | SD   |
|--|------|------|
| The leadership rubric helped me to more meaningfully evaluate my peers.                                | 4.10 | .88  |
| The peer assessments made me think more deeply about critical leadership attributes and competencies.  | 4.06 | .83  |
| The setting in which the peer assessments were completed was suitable.                                 | 3.99 | 1.01 |
| Seeing if my peers would trust me as a leader in combat was helpful to me.                             | 3.85 | 1.12 |
| Overall, I found the peer assessments to be useful for my development.                                 | 3.76 | 1.06 |
| Seeing my peers' responses about what they have done or would do to help me improve was helpful to me. | 3.63 | 1.07 |
| The self-assessment was helpful for my development.  | 3.60 | 1.06 |
| Ranking myself relative to my peers was useful for my development.                                     | 3.57 | 1.05 |
| The peer assessments prompted me to seek additional information from my peers about my performance.    | 3.54 | 1.13 |
| Knowing where others ranked me in my squad helped me improve in OCS.                                   | 3.53 | 1.53 |
| The peer assessments prompted me to seek guidance from cadre about my performance.                     | 3.37 | 3.91 |

*Note.*  $N = 115$  OCs;  $SD$  = standard deviation; 5 response options ranging from *strongly disagree* (1) to *strongly agree* (5).

*Officer Candidate Written Feedback.* In addition to responding to the survey items, 44 OCs also provided written comments about the peer assessment process in response to an open-ended question at the end of the survey. The consensus regarding the legacy process was that it less time consuming than the new process, but OCs pointed out that there was not enough space for comments on the legacy form. Regarding the new process, the majority of the OCs emphasized the utility of the rubric. Specifically, it was noted that the rubric provided clearer evaluation criteria, which helped OCs write actionable, useful, and in-depth comments. OCs thought the trust question was useful and liked the overall structure and format of the new form. The OCs pointed out, however, that the new process was also more time consuming and fatiguing given that there were too many peers to evaluate. In response, OCs recommended that digitizing the new peer assessment form would maximize its benefits, address issues such as time and fatigue, and would allow more space for comments. Importantly, OCs believed that peer assessments were not useful if they do not receive any feedback based on the results.

Further, analyses of the OC comments revealed there were mixed opinions on several topics. One was on the anonymity of peer feedback. Specifically, while some OCs advocated for the developmental benefits of providing one another with feedback face to face, others were worried about interpersonal conflict. Some even raised concerns about the lack of anonymity due to the ability to recognize handwriting, which is an issue that would be eliminated with a digital tool.

There was also a lack of consensus on the utility of the rankings. OCs pointed out that rankings are highly susceptible to gaming due to the perceived high stakes of peer scores counting toward OML/course grade. In addition, rank ordering individuals was especially difficult for those in the middle. As alternatives, OCs recommended identifying the top three and bottom three peers in the squad or placing Soldiers in three categories based on their overall performance (e.g., above, at, and below standard).

While useful, the length and content of the rubric were daunting to OCs and it was too time consuming to go through the whole rubric during the evaluation process. OCs suggested that the rubric be more deliberately introduced in the beginning of the course, so they have enough time to familiarize themselves with the content in advance. Some OCs pointed out the conceptual overlap among attributes/competencies and recommended streamlining the rubric.

Finally, there were mixed opinions about having dedicated class time to complete the assessment versus doing so on their own time. Some OCs argued that completing the assessments on their own time would allow them more time to complete the assessments, while others suggested the assessments would be taken more seriously if they were given dedicated class time to complete them. However, this feedback must be considered along with the fact that, for this study, peer assessments were conducted on the weekend, which may have interfered with weekend activities or passes.

**Cadre Feedback.** At the end of the cycle, seven cadre members provided qualitative and quantitative feedback about the peer assessment process as part of a focus group discussion and survey.

*Cadre Focus Group Feedback.* Overall, the cadre feedback was similar to the OC feedback. For instance, cadre also emphasized the utility of the leadership rubric, especially for helping frame feedback, enable consistency, and facilitate counseling. Upon sharing peer assessment results, cadre noted that the source of the feedback seemed to matter to OCs (e.g., OCs focused on and especially valued feedback from prior service peers).

Cadre noted that, while the comments were constructive and more thorough in the beginning of the course, there was seemingly less effort placed on the comments over time. In particular, cadre thought the peer feedback was honest and useful at Time 1 but gamed and rushed for Time 2 and Time 3. These observations highlight three issues that were raised in the focus group. The first is counting peer results towards OML determination and course grade, which can contribute to gaming; however, due to the larger programmatic implications of dropping peer results from the OML, this issue remained unresolved. The second is the need for OCs to be able to experience the benefit of peer assessments regardless of the version. In the absence of feedback, OCs may be less likely to take peer assessments seriously throughout the course and may put in less effort during subsequent peer assessments if they do not expect to see the results. Third, conducting peer assessments on weekends that interfered with other activities (weekend passes) may have been another reason why the peer assessments seemed rushed; thus, cadre agreed that future peer assessments should take place during a dedicated class time on a week day rather than on a weekend.

Although cadre had a strong preference for the revised peer assessment over the legacy one, time commitment was a concern and support would be needed to help with consolidation of peer data. Digitizing the tool was identified as a need to ensure that the new process would be sustainable at OCS.

There were two suggested changes to the revised peer assessment process. First, cadre recommended rephrasing the peer trust question from “Would you trust this Soldier as your leader in combat?” to “Would you trust this person to lead Soldiers?” in an effort to make the question more relevant to the OCs who, at this point in their careers, tended to lack combat experience. Second, cadre suggested removal of the self-assessment because OCs were already required to complete a different self-assessment at OCS.

*Cadre Survey Feedback.* During the focus group the cadre completed a survey comparing the new and legacy peer assessments. None of the cadre who participated in the survey preferred the legacy peer assessment but, in some cases, the two versions were considered comparable. However, the ease of implementation ratings may have been confounded by the fact that the new peer assessment was facilitated by the research team rather than the cadre. Table 4 shows the percent breakdowns across the different response options favoring the new peer assessment.

**Table 4***Comparison Survey Cadre Results*

| Characteristic   | Compared to the legacy PA, the <u>new</u> PA was... |                         |                |                     |
|--|---|-------------------------|----------------|---------------------|
|  | <i>the same.</i>                                    | <i>slightly better.</i> | <i>better.</i> | <i>much better.</i> |
| Easy to implement.   | 28.6%   | 14.3%                   | 42.9%          | 14.3%               |
| Efficient.   | 28.6%   | 42.9%                   | 0%             | 28.6%               |
| Fair.  | 28.6%   | 14.3%                   | 42.9%          | 14.3%               |
| Taken seriously by the OCs.  | 28.6%   | 0%                      | 57.1%          | 14.3%               |
| Helped to uncover OC strengths and weaknesses.                         | 28.6%   | 28.6%                   | 14.3%          | 28.6%               |
| Helped OCs improve as leaders.   | 14.3%   | 57.1%                   | 28.6%          | 0%                  |
| Enabled OCs to provide honest feedback.                                | 28.6%   | 14.3%                   | 57.1%          | 0%                  |
| Enabled OCs to provide actionable feedback.                            | 14.3%   | 42.9%                   | 42.9%          | 0%                  |
| Prompted OCs to think deeply about leadership attributes/competencies. | 42.9%   | 14.3%                   | 14.3%          | 28.6%               |
| Provided clearer evaluation criteria.                                  | 0%  | 14.3%                   | 28.6%          | 57.1%               |
| Feedback was accurate/representative of OC performance.                | 42.9%   | 14.3%                   | 42.9%          | 0%                  |
| Enabled the provision of timely formative feedback to OCs.             | 71.4%   | 28.6%                   | 0%             | 0%                  |
| Helped OCs learn how to receive feedback from others.                  | 28.6%   | 57.1%                   | 14.3%          | 0%                  |
| Prompted OCs to seek guidance from cadre about their performance.      | 42.9%   | 0%                      | 57.1%          | 0%                  |
| Useful for cadre.  | 14.3%   | 14.3%                   | 71.4%          | 0%                  |
| Useful for OCs.  | 14.3%   | 14.3%                   | 57.1%          | 14.3%               |
| Sustainable at OCS.  | 0%  | 14.3%                   | 57.1%          | 28.6%               |
| Overall effectiveness.   | 0%  | 14.3%                   | 71.4%          | 14.3%               |

*Note.*  $N = 7$  cadre; PA = peer assessment; 7 response options: legacy PA was much better, better, slightly better, same, new PA was slightly better, better, much better. Since none of the cadre members preferred the legacy version, those response categories were excluded from the table.

As part of this survey, cadre also provided feedback on the specific components of the peer assessments (e.g., rubric, self-assessment, ranking). The results are shown in Table 5. As with the OCs, the cadre also tended to agree that the leadership rubric that accompanied the new peer assessment process was useful.

**Table 5***End-of-Cycle Survey Cadre Results*

| Survey Items  | Mean | SD   |
|---|------|------|
| The leadership rubric helped OCs to more meaningfully evaluate one another.                 | 4.29 | 1.11 |
| The leadership attributes/competencies are relevant criteria against which to evaluate OCs. | 4.29 | 0.49 |
| It is helpful to see if OCs would trust one another to be leaders in combat.                | 4.14 | 0.9  |
| It is helpful to see how OCs have helped/would help each other improve.                     | 4.00 | 1.00 |
| The setting in which the peer assessments were completed was suitable.                      | 4.00 | 1.41 |
| The rankings were useful for OC development.  | 3.86 | 0.38 |
| The peer assessments were well-timed relative to other events in the course.                | 3.86 | 1.35 |
| The self-assessment was helpful for OC development.   | 3.71 | 0.49 |

*Note.*  $N = 7$  cadre;  $SD$  = standard deviation; Response options range from strongly disagree (1) to strongly agree (5).

**Conclusion**

The results of the present study demonstrated that the legacy peer assessment was, on average, considered easier to complete and more efficient compared to the revised peer assessment process. However, cadre and OCs rated the revised peer assessment more favorably than the legacy process on providing sufficient guidance for evaluative criteria, conveying the purpose behind peer assessments in OCS, and helping OCs understand how to provide useful feedback to others.

**Discussion**

The research presented here describes the iterative development and testing of a useful and sustainable peer assessment process, supporting student growth while meeting larger programmatic needs. Feedback obtained from end-users at multiple points indicated that the revised peer assessment process is an improvement over the legacy process in terms of both utility and usability. While the explicit focus of the current research was on OCS, the lessons learned and recommendations from this study can be leveraged to develop similar tools and processes that can support learning in other contexts.

Notably, the results of this study indicate that there may have been order effects on perceptions about the different peer assessment versions. Overall, OCs who first used the legacy version preferred the new version, whereas OCs who first used the new version preferred the legacy one. While the reasons for these results were not directly explored, contributing factors may have been tied to gaining experience with peer assessment in general, differences in if and how peer feedback was shared with the OCs after each peer assessment, and the timing of the assessments within the course. For instance, version preferences may have been influenced by perceived returns relative to the amount of effort put into completing the peer assessments. Specifically, the new peer assessment version requires more time and effort to complete compared to the legacy, and if OCs receive no feedback on the results either way, they may opt for the easier version.

Consistent with extant literature on the characteristics of effective feedback (e.g., Gibbs & Simpson, 2005), this research effort yielded important insights into how the utility of peer assessments could be maximized to support student growth. First, peer assessments should provide clear guidance on the purpose behind peer assessments and relevant evaluation criteria. Supplementing the assessment with a rubric (e.g., BARS) for reference can help with providing constructive, actionable, and useful feedback in line with the evaluative criteria. Following a rubric, peers should focus on identifying a few sustains and improves that are based on key attributes and competencies. With respect to the format of peer assessments, comments may have advantages over alternative approaches (e.g., ratings, rankings) since they may be less prone to gaming and bias. Another insight identified from this research relates to the concerns that both cadre and OCs have about attenuation during the peer assessment. That is, some candidates purposefully manipulate their peer ratings in order to improve their own standing in the course or their peers' standing. An interesting area for future research would be to examine the motives behind attenuation as well as interventions to reduce attenuation. In addition, based on the user feedback, including peer trust and questions that focus on peer-to-peer accountability (e.g., how have you/would you help this peer improve?) could be insightful and useful. It is also necessary to be strategic about who rates whom; raters should be sufficiently familiar with the peers they have to rate, and there should not be too many people to rate overall, as that may contribute to fatigue and rushed evaluations. In order to maximize the usefulness of peer feedback, it should be used for formative rather than summative purposes, and perhaps most importantly, everyone should receive prompt feedback based on the peer assessment results. Overall, peer assessments should be standardized, consistent, well-timed, efficient, and anonymous for more genuine and honest feedback.

Consensus was not reached about the best way to share peer assessment results with the OCs. Different methods were suggested and used by cadre, but, due to contextual constraints, the study design did not allow for a systematic empirical investigation of which methods were the most effective. Each feedback method has associated tradeoffs and may work for some contexts but not for others. For instance, instructors could share raw peer data with each student; however, while informative and relatively low effort, this method has potential for interpersonal conflict. Instructors could instead share synthesized individual feedback one-on-one with each student; however, this approach can be very time consuming since instructors have to consolidate, review, and summarize results for each student. Alternatively, or in addition to the one-on-one approach, instructors could lead a group after action review based on overall trends; while low risk for conflict, this approach can also be time-consuming for instructors. Yet another option for sharing results is an in-person peer-to-peer discussion moderated by a skilled instructor; while high risk for interpersonal conflict, this approach can provide future leaders with a unique opportunity to practice critical leadership skills that can readily transfer “on-the-job.”

The current study examined revisions to the legacy peer assessment using a paper-based format. Next steps for this project include developing and testing a digital peer assessment tool based on the revised peer assessment and feedback from end users. Digitizing the process would not only make the data management process less time consuming for cadre, but also expedite and facilitate the provision of formative feedback based on the peer assessment results. Additional areas of opportunity identified as part of this research include the consolidation and streamlining of the previously developed LRM rubric, which, while useful, was considered too long for use

with peer assessments. As such, results from a content analysis of the peer comments, as well as related efforts, will serve to refine the rubric for use in this context.

The research presented here suggests that the changes to the legacy peer assessment process were well received by OCS cadre and candidates. The LRM rubric was seen as useful, though areas of improvement were identified. These findings can be used to guide future research on peer assessments, rubric development, and the use of peer feedback in military settings.

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## Appendix A

### Legacy Peer Assessment

| Your Name: |                       |                       | Class Number:                         |
|------------|-----------------------|-----------------------|---------------------------------------|
| Rate #     | Last Name, First Name | Comments and Feedback | Would you go to war with this person? |
| 1          |                       |                       |                                       |
| 2          |                       |                       |                                       |
| 3          |                       |                       |                                       |
| 4          |                       |                       |                                       |
| 5          |                       |                       |                                       |
| 6          |                       |                       |                                       |
| 7          |                       |                       |                                       |
| 8          |                       |                       |                                       |
| 9          |                       |                       |                                       |
| 10         |                       |                       |                                       |
| 11         |                       |                       |                                       |
| 12         |                       |                       |                                       |

## Appendix B

### Revised Peer Assessment

#### **SUSTAINS AND IMPROVES**

**INSTRUCTIONS:** For each other OC in your squad, please identify at least 1 and up to 3 attributes/competencies from the provided Leadership Rubric as *Sustains* and *Improves*. For each *Sustain*, describe why you view the attribute/competency as a strength for the OC. For each *Improve*, explain why you identified the attribute/competency as needing improvement, and how the OC might be able to improve. Please write comments that are specific, concrete, constructive, and actionable, especially for the *Improves*. For example, stating that your peer is a jerk will not help him or her improve. In contrast, stating that your peer needs improvement on “discipline” and describing that individual’s tendency to talk in formation would provide your peer and cadre with actionable and useful feedback. Please answer all questions and provide at least one *Sustain* and *Improve* (with comment) for each OC. Please remember that your peers may see your feedback about them, but they will not see the ranking that you provide at the end of this packet.

**EXAMPLE:**

OC being evaluated: Joseph Doe

| Sustains (see Rubric)   |                                | Comment  |
|---|--------------------------------|--|
| #1  | Fitness                        | Maxes out the APFT   |
| #2  | Expertise                      | Knows what he’s doing in the field   |
| #3  | Gets Results                   | Always gets the job done.  |
| Improves (see Rubric)   |                                | Comment  |
| #1  | Creates a positive environment | Negative attitude – always point out how others mess up, never says anything nice. |
| #2  | Respect                        | Calls people names   |
| #3  | Develops Others                | He knows his stuff, but he never tries to help others who are struggling.          |
| Would you trust this Soldier as your leader in combat? <input checked="" type="radio"/> Yes <input type="radio"/> No                  |                                |  |
| What have you done (or could you do in the future) to help this OC improve?<br>We could try asking for guidance with a specific task. |                                |  |

OC being evaluated: \_\_\_\_\_

| Sustains (see Rubric)  |  | Comment |
|--|--|---------|
| #1   |  |         |
| #2   |  |         |
| #3   |  |         |
| Improves (see Rubric)  |  | Comment |
| #1   |  |         |
| #2   |  |         |
| #3   |  |         |
| <b>Would you trust this Soldier as your leader in combat?    Yes    No</b>         |  |         |
| <b>What have you done (or could you do in the future) to help this OC improve?</b> |  |         |

**PEER RANKING**

**YOUR NAME** \_\_\_\_\_

**INSTRUCTIONS:** Please rank-order your squad members based on your overall assessment of their ability to lead and work as part of a team, and especially in the context of the provided leadership attributes and competencies (*1 = the best/highest in your squad*). Do not provide the same rank to more than one individual (ties are not allowed). Do not rank yourself.

| <b>Rank</b> | <b>OC Name</b> |
|-------------|----------------|
| <b>1</b>    |                |
| <b>2</b>    |                |
| <b>3</b>    |                |
| <b>4</b>    |                |
| <b>5</b>    |                |
| <b>6</b>    |                |
| <b>7</b>    |                |
| <b>8</b>    |                |
| <b>9</b>    |                |
| <b>10</b>   |                |
| <b>11</b>   |                |
| <b>12</b>   |                |

## Appendix C

### Leadership Requirements Model Rubric

**Description:** The leadership rubric provides a non-exhaustive list of concise, observable behaviors to consider when evaluating officer candidates on different leadership criteria. Soldiers are evaluated on these attributes and competencies not only in OCS but also throughout their Army careers. The behavioral examples in the rubric were developed for OCS based on expectations for officer candidates at different levels of development. The rubric should be used as a guide to help provide accurate and consistent assessment, and facilitate the provision of actionable formative feedback that officer candidates can use to grow and improve.

#### **Rubric Contents**

##### *Leadership Attributes and Competencies List*

#### **Character**

- Loyalty
- Duty
- Respect
- Selfless Service
- Honor
- Integrity
- Personal Courage
- Warrior Ethos
- Empathy
- Discipline

#### **Presence**

- Military Bearing
- Fitness
- Confidence
- Resilience

#### **Intellect**

- Mental Agility
- Interpersonal Tact
- Sound Judgment
- Innovation
- Expertise

#### **Leads**

- Leads Others
- Extends Influence Beyond the Chain of Command
- Leads by Example
- Builds Trust
- Communicates

#### **Develops**

- Creates a Positive Environment
- Develops Others
- Prepares Self
- Stewards the Profession

#### **Achieves**

- Gets Results

*Further reading: Department of the Army, Headquarters (2012). Army leadership (ADRP 6-22). Washington, DC.*

|                  |                         | No-Go (No)   | Go (Yes)   |
|------------------|-------------------------|--|--|
| <b>CHARACTER</b> | <b>Loyalty</b>          | <ul style="list-style-type: none"> <li>• Fails to support leadership and/or lets teammates fail when in leadership roles (e.g., takes over, undercuts/undermines, hoards information, or does nothing)</li> <li>• Is counterproductive or non-inclusive</li> <li>• Does not listen to or back up leader and/or teammates; only takes care of self</li> </ul>   | <ul style="list-style-type: none"> <li>• Is a team player who supports assigned leader by accomplishing tasks and proactively providing constructive input</li> <li>• Consistently helps to develop and maintain a positive and inclusive climate, even when under pressure</li> <li>• Supports and backs up leader and/or teammates (e.g., by finding a way to share information and work together despite differences of opinion or difficult challenges)</li> </ul>   |
|                  | <b>Duty</b>             | <ul style="list-style-type: none"> <li>• Fails to meet obligations, accomplish tasks, or fulfill responsibilities unless pushed by authority</li> <li>• Does not attempt to clarify leader's intent when unsure</li> <li>• Takes unnecessary risks; does not consider costs or consequences</li> <li>• Unnecessarily wastes self and subordinates' time and resources; does not prioritize; wastes downtime</li> </ul>   | <ul style="list-style-type: none"> <li>• Meets obligations individually and as a team; accomplishes tasks and fulfills responsibilities, even when not observed by authority</li> <li>• Takes the initiative to ask questions and gathers information when unsure of leader's intent</li> <li>• Weighs consequences, costs, and benefits of necessary risks</li> <li>• Proactively ensures that both self and subordinates have the time and resources to accomplish tasks and mission; effectively balances conflicting priorities; optimizes use of white space</li> </ul> |
|                  | <b>Respect</b>          | <ul style="list-style-type: none"> <li>• Lacks tact in communication (e.g., does not listen, rolls eyes, interrupts, is impatient, exacerbates conflict)</li> <li>• Ignores/dismisses others' feedback or opinions; shrugs off peer comments; becomes argumentative or defensive</li> <li>• Is intolerant toward diversity (e.g., judgmental toward others on basis of differences); does not give others a chance; creates a counterproductive environment</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains tact in communication (e.g., actively listens, adjusts tone and interaction style based on situation)</li> <li>• Remains open to different perspectives; listens to others' feedback or opinions when making decisions</li> <li>• Helps peers improve; maintains positive and inclusive unit climate (e.g., builds rapport and trust, puts differences aside)</li> </ul>  |
|                  | <b>Selfless Service</b> | <ul style="list-style-type: none"> <li>• Does not help others or only does so in the presence of authority</li> <li>• Seeks recognition or personal gain (e.g., OML points) for meeting leader's intent</li> </ul>   | <ul style="list-style-type: none"> <li>• Helps others, even during downtime, without expecting recognition or personal gain; encourages others to do the same</li> <li>• Does not expect or seek recognition for doing the job right</li> </ul>  |
|                  | <b>Honor</b>            | <ul style="list-style-type: none"> <li>• Fails to always abide by all the Army Values</li> </ul>   | <ul style="list-style-type: none"> <li>• Has the habit of abiding by the Army Values in all aspects of daily living; demonstrates the ability and resolve to successfully perform assigned tasks</li> </ul>  |

|                         | <b>No-Go (No)</b>   | <b>Go (Yes)</b>  |
|-------------------------|---|--|
| <b>Integrity</b>        | <ul style="list-style-type: none"> <li>• Makes immoral or unethical decisions</li> <li>• Is dishonest (e.g., may lie, steal, cheat, or misrepresent information)</li> </ul>   | <ul style="list-style-type: none"> <li>• Consistently makes decisions that are morally and ethically sound</li> <li>• Is honest in words and actions, even when thinking no one is watching</li> </ul>   |
| <b>Personal Courage</b> | <ul style="list-style-type: none"> <li>• Does not overcome physical fears (e.g., refuses to negotiate obstacles on an O-course)</li> <li>• Does not take prudent risk due to fear during tactical training exercises/activities</li> <li>• Does not stand firm on values and principles regardless of circumstances (e.g. does not stand up to or for others)</li> <li>• Does not take responsibility when things go wrong</li> </ul> | <ul style="list-style-type: none"> <li>• Works through challenges of physical fears to accomplish task/mission requirements</li> <li>• Takes appropriate, prudent risk during tactical training exercises/activities</li> <li>• Stands firm on values and principles regardless of circumstances (e.g. tactfully stands up to or for others as required)</li> <li>• Takes full responsibility when things go wrong</li> </ul>  |
| <b>Warrior Ethos</b>    | <ul style="list-style-type: none"> <li>• Is easily discouraged; quits or gives up</li> <li>• Places personal needs above mission</li> <li>• Does not strive to improve self or team/unit after failures</li> <li>• Does not help others</li> <li>• Lacks awareness of subordinates and resources</li> </ul>   | <ul style="list-style-type: none"> <li>• Does not quit, even under challenging conditions</li> <li>• Places mission above personal needs</li> <li>• Bounces back and attempts to learn from negative events</li> <li>• Helps others, even under adverse conditions</li> <li>• Keeps track of subordinates and resources as needed</li> </ul>   |
| <b>Empathy</b>          | <ul style="list-style-type: none"> <li>• Bullies or excludes those who are weak in certain areas</li> <li>• Does not listen to others' perspectives</li> <li>• Fails to differentiate among subordinates in terms of strengths and weaknesses when in an assigned leadership role; uses a one-size-fits-all approach</li> <li>• Lets peers/subordinates fail</li> </ul>   | <ul style="list-style-type: none"> <li>• Is inclusive/supportive even of those who are weak in certain areas without compromising task/mission requirements</li> <li>• Actively listens to others' perspectives (e.g., demonstrates understanding; asks clarifying questions, provides comments or words of support)</li> <li>• Considers subordinates' strengths and weaknesses when planning tasks or delegating</li> <li>• Helps peers/subordinates when they are struggling</li> </ul> |
| <b>Discipline</b>       | <ul style="list-style-type: none"> <li>• Lacks personal control</li> <li>• Takes the easy wrong over the hard right</li> <li>• Fails to follow legal, moral, and ethical orders</li> <li>• Fails to meet standard</li> </ul>  | <ul style="list-style-type: none"> <li>• Perseveres and exercises personal control, even when under stress</li> <li>• Does what is right; lives the Army Values</li> <li>• Follows all legal, moral, and ethical orders</li> <li>• Trains to, or exceeds, standard</li> </ul>  |

|                 |                         | <b>Needs Improvement</b>   | <b>Satisfactory</b>   | <b>Excellent</b>  | <b>Outstanding</b>   |
|-----------------|-------------------------|--|---|---|--|
| <b>PRESENCE</b> | <b>Military Bearing</b> | <ul style="list-style-type: none"> <li>• Fails to have uniform squared away; has poor hygiene</li> <li>• Consistently fails to follow appropriate customs and courtesies; does not adhere to Army standard</li> <li>• Fails to convey information concisely, clearly, and logically; hesitates, pauses, and self-corrects to the point of being distracting</li> </ul>   | <ul style="list-style-type: none"> <li>• “Looks the part” of a Soldier (e.g., cleanly shaven; clean haircut, appropriate uniform)</li> <li>• Follows basic customs and courtesies</li> <li>• Communicates clearly but has shaky voice, stumbles over words, or looks at the ground/notes when speaking</li> </ul>   | <ul style="list-style-type: none"> <li>• Consistently follows customs and courtesies; adheres to Army standards</li> <li>• Communicates calmly and effectively</li> </ul>   | <ul style="list-style-type: none"> <li>• Models appropriate customs and courtesies, even when not in the spotlight</li> <li>• Communicates calmly and effectively while motivating/energizing others, even when under stress</li> <li>• Explains to peers the implications for looking the part (e.g., that personal appearances reflect on the Army)</li> </ul>   |
|                 | <b>Fitness</b>          | <ul style="list-style-type: none"> <li>• Lets performance suffer under stress (e.g., gives up easily)</li> <li>• Does not meet minimum physical requirements</li> <li>• Does not follow adequate PT plan</li> </ul>  | <ul style="list-style-type: none"> <li>• Occasionally exhibits difficulty performing under pressure</li> <li>• Meets minimum physical requirements</li> <li>• Follows adequate PT plan</li> </ul>   | <ul style="list-style-type: none"> <li>• Performs under stress</li> <li>• Exceeds APFT standard</li> </ul>  | <ul style="list-style-type: none"> <li>• Endures and performs to a high standard under stress</li> <li>• Consistently exceeds APFT standards</li> </ul>  |
|                 | <b>Confidence</b>       | <ul style="list-style-type: none"> <li>• Is unable to maintain composure under standard conditions (e.g., talks very slowly or quickly, multiple pauses, and/or overly quiet)</li> <li>• Is unable to make decision or rushes to incorrect decision</li> <li>• Is too slow to take action or overly anxious when executing mission/tasks</li> <li>• Fails to embrace constructive criticism from team</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains composure under standard conditions (e.g., talks at appropriate speed, clear, few pauses), but struggles as stress and ambiguity is introduced</li> <li>• Makes sound decisions under standard conditions but may be slow or waver when pressed</li> <li>• Acknowledges constructive criticism from team but fails to incorporate</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains composure as stress and ambiguity escalate (e.g., talks at appropriate speed, clear, few pauses) while solving simple problems</li> <li>• Makes sound decisions under escalating stress and ambiguity but may be slow, overly cautious, or hesitate when pressed (e.g., unnecessarily seeks validation for decision or permission to act)</li> <li>• Accepts constructive criticism from team but may be slow to adjust</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains composure (e.g., talks at appropriate speed, clear, few pauses) while solving complex tactical problems</li> <li>• Makes timely and sound decisions while solving complex problems; takes decisive action and prudent risk when mission/task conditions change</li> <li>• Embraces constructive criticism from team, and efficiently adjusts</li> </ul> |

|                  |                       | <b>Needs Improvement</b>   | <b>Satisfactory</b>   | <b>Excellent</b>  | <b>Outstanding</b>  |
|------------------|-----------------------|--|---|---|---|
|                  | <b>Resilience</b>     | <ul style="list-style-type: none"> <li>• Is unable to bounce back after a negative event; loses composure or becomes flustered when a mistake has been made; fails to course-correct or continue with task/mission</li> <li>• Shuts down upon receipt of negative feedback; avoids interactions and leadership roles after poor performance/criticism</li> <li>• Spreads negative attitude to or about the unit</li> </ul> | <ul style="list-style-type: none"> <li>• Is slow to recover from setbacks</li> <li>• Accepts negative feedback when given but is slow to integrate that feedback and demonstrate improvement</li> </ul>   | <ul style="list-style-type: none"> <li>• Recovers from setbacks</li> <li>• Integrates feedback to improve future performance</li> <li>• Maintains composure and tries harder after a negative event (e.g., getting chewed out, making a mistake)</li> </ul>   | <ul style="list-style-type: none"> <li>• Quickly recovers from setbacks/mistakes; promptly reassesses situation, adapts on the fly, and continues with task/mission</li> <li>• Learns from mistakes and improves performance, even under stress</li> <li>• Maintains organizational/mission focus despite adversity; demonstrates tactical patience</li> <li>• Attempts to help peers/subordinates bounce back after a negative event</li> <li>• Actively seeks out challenges in order to learn and improve</li> </ul> |
| <b>INTELLECT</b> | <b>Mental Agility</b> | <ul style="list-style-type: none"> <li>• Fails to identify the main problem or does not act to implement a solution</li> <li>• Is inactive, paralyzed</li> <li>• Is consistently surprised by unexpected conditions; lacks forethought; does not plan for contingencies</li> </ul>   | <ul style="list-style-type: none"> <li>• Identifies and isolates main problem but may not implement optimal solutions</li> <li>• Does not always anticipate unexpected events or adjust initial plan under changing conditions (e.g., may be reactive or need instructor prompts to approach situation differently)</li> <li>• Unilaterally develops plan resulting in limited contingencies</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies/isolates main problem and implements optimal solutions but may do so slowly or need prompting</li> <li>• Anticipates unexpected events; solves local problem</li> <li>• Collaboratively develops plan with multiple perspectives and contingencies</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies and isolates problems and changes behavior in an optimal and timely manner in response to ambiguous, complex, or changing conditions</li> <li>• Stays one step ahead of problem, identifies second and third order effects, and exploits opportunities as they emerge</li> <li>• Collaboratively develops plan with multiple perspectives and contingencies, leading to optimal plan and execution</li> </ul>   |

|  |                           | <b>Needs Improvement</b>   | <b>Satisfactory</b>  | <b>Excellent</b>  | <b>Outstanding</b>   |
|--|---------------------------|--|--|---|--|
|  | <b>Interpersonal Tact</b> | <ul style="list-style-type: none"> <li>• Fails to adjust tone and interaction style for different contexts; does not respond to non-verbal signals from others (e.g., eye rolling)</li> <li>• Loses self-control</li> <li>• Is intolerant toward diversity (e.g., disregards, refuses to work with, or acts disrespectfully toward peers who are different from self)</li> </ul>                   | <ul style="list-style-type: none"> <li>• Adjusts tone and interaction style for different contexts but may do so slowly; reacts to non-verbal/social cues</li> <li>• Maintains self-control under standard conditions</li> <li>• Accepts diversity when required (e.g., puts differences aside; treats everyone the same)</li> </ul> | <ul style="list-style-type: none"> <li>• Adjusts tone based on needs and perceptions of others and responds to non-verbal/social cues appropriately</li> <li>• Maintains self-control under stress and adversity</li> <li>• Accepts diversity and works well with others in any context</li> </ul>  | <ul style="list-style-type: none"> <li>• Effectively adapts interaction style across multiple contexts</li> <li>• Accepts diversity to enhance unit performance/mission (e.g., brings peers with different perspectives into decision-making process; considers an individual's background when delegating tasks)</li> </ul>   |
|  | <b>Sound Judgment</b>     | <ul style="list-style-type: none"> <li>• Ignores facts, recommendations, feedback, or situational cues</li> <li>• Does not prioritize effectively when under time pressure</li> </ul>  | <ul style="list-style-type: none"> <li>• Makes decisions based on available information and reasonable logic for knowledge level but may be rushed or too slow (e.g., does not confirm accuracy of information)</li> <li>• Makes reasonable decision but may not be able to articulate the “why” behind it</li> </ul>                | <ul style="list-style-type: none"> <li>• Independently draws feasible conclusions and incorporates others' feedback to make appropriate decisions for knowledge level</li> <li>• Uses available tactical evidence to justify decisions; can articulate the “why”</li> <li>• Asks clarification questions or seeks more information when needed</li> </ul> | <ul style="list-style-type: none"> <li>• Effectively seeks and integrates multiple relevant pieces of information to make an informed decision; considers consequences of decision</li> <li>• Justifies decision making based on doctrine and a sound assessment of the situation</li> <li>• Takes prudent risks when appropriate; uses time wisely and prioritizes effectively, even under stress or time pressure</li> </ul>               |
|  | <b>Innovation</b>         | <ul style="list-style-type: none"> <li>• Maintains status quo; does not offer new ideas or consider different approaches to a situation; sticks to a standard course of action even if it hinders the task/mission</li> <li>• Relies on traditional methods that may not work when faced with challenging circumstances</li> <li>• Relies on the creativity of others to solve problems</li> </ul> | <ul style="list-style-type: none"> <li>• Introduces new ideas but with no overall impact</li> <li>• Attempts to adjust and try novel approaches but may not be effective or practical</li> </ul>   | <ul style="list-style-type: none"> <li>• Introduces new ideas that improve the system or organization when standard solutions do not fit; has impact</li> <li>• Creatively approaches challenging circumstances and produces sound alternatives/worthwhile recommendations</li> </ul>   | <ul style="list-style-type: none"> <li>• Thinks past standard solutions to recognize opportunities for improving situation, process, or performance; changes behavior and proposes new ideas based on emerging evidence/information</li> <li>• Develops new ideas but also builds on others' ideas; questions others' ideas to foster new perspectives</li> <li>• Enhances peers and the organization by thinking outside the box</li> </ul> |

|              |  | <b>Needs Improvement</b>   | <b>Satisfactory</b>  | <b>Excellent</b>   | <b>Outstanding</b>  |
|--------------|--|--|--|--|---|
|              | <b>Expertise</b>                                 | <ul style="list-style-type: none"> <li>• Is unaware or unable to articulate tactical/technical procedures; parrots back objectives discussed at the beginning of week</li> <li>• Cannot/does not know how to correctly apply required material</li> <li>• Lack of technical/tactical skills hinders successful role/event execution</li> </ul> | <ul style="list-style-type: none"> <li>• Understands material at level consistent with stage of OCS and expectations; applies required material/knowledge/skill and displays expected level of expertise for role/event</li> <li>• Needs to be pushed/prompted to apply material; takes appropriate action but does so slowly</li> </ul> | <ul style="list-style-type: none"> <li>• Recognizes own level of expertise and takes appropriate action to learn (e.g., forms study groups); seeks feedback and ways to expand knowledge and develop expertise</li> <li>• Begins to help peers with material but does not lead discussions or training</li> <li>• Tactical/technical expertise enables role/event execution</li> </ul> | <ul style="list-style-type: none"> <li>• Articulates and applies required material across a broad range of technical/tactical and leadership areas</li> <li>• Seeks ways to expand knowledge and shares it with peers</li> <li>• Provides sound advice and guidance to peers/subordinates; reminds others of previously learned technical/tactical procedures when critical for task/mission success</li> </ul>                             |
| <b>LEADS</b> | <b>Leads Others</b>                              | <ul style="list-style-type: none"> <li>• Hinders subordinates' ability to accomplish task</li> <li>• Fails to delegate (takes sole responsibility for solving problems/accomplishing tasks) or delegates but loses control of subordinates resulting in task/mission failure</li> </ul>  | <ul style="list-style-type: none"> <li>• Accomplishes task/mission at minimal standard</li> <li>• Leads only when in a designated leadership role but not in other situations</li> <li>• Delegates tasking but may not always follow up; may sometimes micromanage</li> </ul>  | <ul style="list-style-type: none"> <li>• Clearly communicates roles and responsibilities during planning process (e.g., emphasizes and repeats important details)</li> <li>• Confirms subordinate understanding of plan (e.g., by asking questions or having them articulate plan)</li> <li>• Delegates appropriately for task/mission success</li> </ul>                              | <ul style="list-style-type: none"> <li>• Develops subordinates by empowering them to problem solve or think critically (e.g., asks thoughtful questions for mission back brief)</li> <li>• Collaborates with and engages subordinates in task/mission planning and analysis</li> <li>• Retains responsibility and verifies that delegated tasking meets mission objectives by engaging in timely follow-up without micromanaging</li> </ul> |
|              | <b>Extends Influence Beyond Chain of Command</b> | <ul style="list-style-type: none"> <li>• Lets teammate fail in leadership role by either taking over, undermining, or doing nothing</li> <li>• Is unable to motivate teammates</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides peers feedback and advice when asked</li> <li>• Exerts leadership and influence when not in an assigned leadership position but may sometimes clash with assigned leader</li> </ul>  | <ul style="list-style-type: none"> <li>• Proactively provides feedback or advice to peers within squad/team when appropriate</li> <li>• Exerts leadership and influence even when not in an assigned leadership position</li> </ul>  | <ul style="list-style-type: none"> <li>• Proactively provides feedback or advice to other candidates regardless of squad/team, without overstepping bounds</li> <li>• Maintains cohesion within the unit by building consensus and helping resolve conflict (e.g., builds rapport, trust, and respect outside chain of command)</li> </ul>  |

|  |                         | <b>Needs Improvement</b>  | <b>Satisfactory</b>  | <b>Excellent</b>  | <b>Outstanding</b>   |
|--|-------------------------|---|--|---|--|
|  | <b>Leads by Example</b> | <ul style="list-style-type: none"> <li>• Participates in some but not all training activities</li> <li>• Violates one or more of the Army Values</li> </ul>   | <ul style="list-style-type: none"> <li>• Often does only the minimum to complete training</li> <li>• Does not violate the Army Values but may be passive when others do</li> </ul>   | <ul style="list-style-type: none"> <li>• Participates in all training activities; pushes self to meet standard</li> <li>• Demonstrates Army Values and expects others to as well (e.g., speaks up; holds others accountable)</li> </ul>   | <ul style="list-style-type: none"> <li>• Always in the right place, at the right time, in the right uniform; does the right thing even when thinking no one is watching</li> <li>• Fully participates in all training activities; often volunteers; pushes self and others to exceed standard</li> <li>• Models the Army Values and motivates others to do the same; explains to peers the implications of demonstrating the Army Values</li> </ul>              |
|  | <b>Builds Trust</b>     | <ul style="list-style-type: none"> <li>• Distrusts or demonstrates lack of faith in subordinates (e.g., excludes them from the decision making process; disregards sound advice)</li> <li>• Does not pull own weight and/or fulfill responsibilities</li> <li>• Fails to ensure that subordinates are prepared for task/mission (e.g., does not conduct rehearsals)</li> <li>• Ignores/fails to recognize problems caused by subordinates that undermine trust in the unit</li> <li>• Does not treat others with basic fairness and respect</li> <li>• Consistently makes decisions that are not morally, ethically, or tactically sound</li> </ul> | <ul style="list-style-type: none"> <li>• May include a few select individuals in decision-making process</li> <li>• Follows through on obligations</li> <li>• Asks if subordinates generally feel prepared but does not verify through rehearsal or other checks</li> <li>• Addresses problems but only after they have escalated</li> <li>• Treats others with basic fairness and respect</li> <li>• Generally makes decisions that are morally, ethically, and tactically sound</li> </ul> | <ul style="list-style-type: none"> <li>• Includes subordinates in decision-making process as appropriate; listens to others</li> <li>• Ensures subordinates are fully prepared for the task/mission (e.g., by conducting rehearsals)</li> <li>• Addresses problems as they arise, before they cause trust issues in the unit</li> <li>• Makes decisions that are morally, ethically and tactically sound but may not be consistently optimal</li> </ul> | <ul style="list-style-type: none"> <li>• Includes subordinates in decision making as appropriate; proactively seeks input from others</li> <li>• Ensures subordinates are fully prepared for the task/mission and likely contingencies (e.g., by conducting rehearsals)</li> <li>• Anticipates and preemptively addresses problems that may undermine trust</li> <li>• Consistently makes decisions that are morally, ethically, and tactically sound</li> </ul> |

|                 |                                       | <b>Needs Improvement</b>   | <b>Satisfactory</b>   | <b>Excellent</b>   | <b>Outstanding</b>   |
|-----------------|---------------------------------------|--|---|--|--|
|                 | <b>Communicates</b>                   | <ul style="list-style-type: none"> <li>• Information does not get passed to everyone</li> <li>• Conveys information in a manner that is not organized, clear or understandable; may be missing critical information or share too much</li> <li>• Dismisses or does not listen to others (e.g., interrupts, does not clarify information)</li> </ul>  | <ul style="list-style-type: none"> <li>• Disseminates information but not in the most effective or efficient manner; does not verify understanding two levels down</li> <li>• Conveys complete information, though some points may be disorganized or unclear</li> <li>• Listens but may not clarify or ask questions</li> </ul>            | <ul style="list-style-type: none"> <li>• Disseminates information and verifies shared understanding two levels down (e.g., by asking clarification questions and repeating important information) but does not identify where links break when needed</li> <li>• Conveys complete information in an organized and clear manner</li> <li>• Engages in active listening (e.g., clarifies, elaborates)</li> </ul> | <ul style="list-style-type: none"> <li>• Disseminates information in a timely manner to higher, lower, and adjacent units as needed; verifies shared understanding two levels down; identifies level where information is lost when appropriate</li> <li>• Conveys complete information, clearly, concisely, and on time</li> <li>• Engages in effective two-way communication (e.g., actively seeks and considers alternative perspectives, validates others' opinions as appropriate)</li> </ul>                   |
| <b>DEVELOPS</b> | <b>Creates a Positive Environment</b> | <ul style="list-style-type: none"> <li>• Does not ensure subordinates have the required time and resources to do their job (e.g., fails to communicate timeline and/or fails 1/3, 2/3 rule)</li> <li>• May have a negative attitude; Is counterproductive and non-inclusive (e.g., engages in frequent complaining; is quick to point out flaws in others but does not take responsibility for own actions)</li> <li>• Does not listen to subordinates' issues or take action; lacks awareness of subordinates' status or needs</li> <li>• Subordinates ask no questions and/or avoid providing feedback to one another (e.g., during AARs)</li> </ul> | <ul style="list-style-type: none"> <li>• Ensures subordinates have the time and resources to do their job</li> <li>• Generally maintains a positive attitude and inclusiveness</li> <li>• Listens to subordinates' problems but may not take action to help resolve them</li> <li>• Subordinates ask questions for clarification</li> </ul> | <ul style="list-style-type: none"> <li>• Ensures subordinates have the time and resources to do their jobs</li> <li>• Consistently remains positive and inclusive</li> <li>• Listens to subordinates' concerns and takes appropriate action</li> <li>• Subordinates ask questions and willingly provide suggestions when prompted</li> </ul>   | <ul style="list-style-type: none"> <li>• Ensures subordinates have the time and resources to do their jobs; considers subordinate needs when determining best use of time and resources</li> <li>• Consistently sets and maintains a positive and inclusive climate, even when under pressure; stays motivated</li> <li>• Listens to subordinates' and takes action to resolve problems; takes ownership of subordinates' development</li> <li>• Subordinates proactively ask questions and provide input</li> </ul> |

|  |                        | <b>Needs Improvement</b>  | <b>Satisfactory</b>   | <b>Excellent</b>  | <b>Outstanding</b>   |
|--|------------------------|---|---|---|--|
|  | <b>Develops Others</b> | <ul style="list-style-type: none"> <li>• Fails to counsel subordinates and/or teams; skips development all together</li> <li>• Solves problems for subordinates</li> </ul>  | <ul style="list-style-type: none"> <li>• Provides generic counseling to individuals and/or teams but does not address specific improvements (e.g., just says 'great job'); provides superficial feedback that is not actionable (e.g., 'improve on command presence')</li> <li>• Attempts to let subordinates work through problem but lacks patience to allow subordinates to fully solve it (jumps in prematurely)</li> </ul> | <ul style="list-style-type: none"> <li>• Provides counseling to individuals and/or teams with a balance of positive and negative feedback; may attempt to provide actionable feedback on how to improve; may wait until there is an apparent problem to provide mentoring or coaching</li> <li>• Coaches and has sufficient patience for subordinates and/or teams to solve problems</li> </ul> | <ul style="list-style-type: none"> <li>• Provides targeted counseling that is constructive, balanced, and actionable; offers individualized tips and best practices on how to improve in a particular area; anticipates and addresses developmental problems before they occur in Soldiers</li> <li>• Patiently mentors and coaches peers and subordinates; provides opportunities for Soldiers and/or teams to succeed</li> </ul>   |
|  | <b>Prepares Self</b>   | <ul style="list-style-type: none"> <li>• Is unprepared (e.g., lacks the basics, has not read material before class/training)</li> <li>• Is over-prepared and others are negatively impacted (e.g., took too much out in the field and others must help carry extra equipment)</li> <li>• Falls asleep in class</li> <li>• Shows no or limited forethought in planning</li> <li>• Lacks self-awareness about own weaknesses; shrugs off peer comments</li> <li>• Acts defensively upon receiving constructive criticism</li> </ul> | <ul style="list-style-type: none"> <li>• Is generally prepared (e.g., familiar with material but is not well versed in it prior to lesson; packs basics to go to the field but nothing extra for contingency planning)</li> <li>• May need prompting to fully prepare for leadership role</li> <li>• Somewhat hesitant to accept feedback (e.g., nods head but does not take corrective action when needed)</li> </ul>          | <ul style="list-style-type: none"> <li>• Studies slides and required material ahead of time; prepared for class and field exercises</li> <li>• Proactively asks instructors for help in preparing for leadership role</li> <li>• Goes to peers or instructor to discuss peer comments and asks how to improve</li> </ul>  | <ul style="list-style-type: none"> <li>• Ensures self and others are prepared for class and field exercises; carries extra materials (e.g., batteries) to the field in case others need them but does not go overboard</li> <li>• Prepares ahead of time for leadership role and proactively discusses plan with instructors prior to the start of the week</li> <li>• Proactively seeks opportunities for self-development (e.g., volunteers, requests feedback, does own research); promptly acts on constructive criticism; takes the time to improve by working on weaknesses during own time</li> </ul> |

|                 |                                | <b>Needs Improvement</b>   | <b>Satisfactory</b>   | <b>Excellent</b>   | <b>Outstanding</b>  |
|-----------------|--------------------------------|--|---|--|---|
|                 | <b>Stewards the Profession</b> | <ul style="list-style-type: none"> <li>• Fails to prepare self and/or unit (e.g., subordinates lacked necessary equipment)</li> <li>• Does not help anyone</li> <li>• Unnecessarily wastes time and/or resources; does not prioritize</li> </ul> | <ul style="list-style-type: none"> <li>• Helps his/her own immediate team/unit to accomplish a task</li> <li>• Does not put a lot of thought in what happens during downtime</li> </ul> | <ul style="list-style-type: none"> <li>• Helps higher-level unit succeed (e.g., is a team player)</li> <li>• Appropriately uses time and resources</li> <li>• Provides specific guidance on what to accomplish during additional training</li> </ul> | <ul style="list-style-type: none"> <li>• Understands big picture and engages in actions for the greater good</li> <li>• Helps higher-level unit succeed by identifying areas of opportunity; shares process improvements to benefit future units; does not hold information just for him/herself or immediate team</li> <li>• Demonstrates good planning and forethought in how resources are to be used</li> <li>• Optimizes time and resources including white space</li> </ul> |
| <b>ACHIEVES</b> | <b>Gets Results</b>            | <ul style="list-style-type: none"> <li>• Routinely fails to meet end state within commander's intent</li> </ul>  | <ul style="list-style-type: none"> <li>• Meets end state within commander's intent but may not be efficient or may miss the deadline</li> </ul>   | <ul style="list-style-type: none"> <li>• Meets end state within commander's intent while leveraging the strengths of the team in a timely manner</li> </ul>  | <ul style="list-style-type: none"> <li>• Meets end state within commander's intent while leveraging the strengths of the team and efficiently using resources; uses additional time to proactively prepare for the next action when available</li> </ul>  |

Appendix D

Self-Assessment for Revised Process

**SELF-ASSESSMENT** [For Research Purposes Only. Your individual responses will not be shared with your leadership, cadre, or peers.]

**INSTRUCTIONS:** Please identify at least 1 and up to 3 attributes/competencies from the provided Leadership Rubric as your own *Sustains* and *Improves*. For each *Sustain*, describe why you think you are strong in the selected competency. For each *Improve*, explain why you think you are deficient in that competency and how specifically you could improve. Please answer all questions and provide at least one *Sustain* and *Improve* (with comment).

Your Name: \_\_\_\_\_

| Sustains (see Rubric)   |  | Comment |
|---|--|---------|
| #1  |  |         |
| #2  |  |         |
| #3  |  |         |
| Improves (see Rubric)   |  | Comment |
| #1  |  |         |
| #2  |  |         |
| #3  |  |         |
| <p>What have you done so far to try to improve in the course?</p>   |  |         |
| <p>What other feedback and/or experiences would help you improve more in the future?</p>  |  |         |
| <p>Without making any adjustments to the rank order you already provided for your peers, please indicate where you would rank yourself among the other members of your squad:</p> <p>Self-Rank: _____</p> |  |         |

Appendix E

Self-Assessment for Legacy Process

**SELF-ASSESSMENT** [For Research Purposes Only. Your individual responses will not be shared with your leadership, cadre, or peers.]

**INSTRUCTIONS:** Please identify *at least 1 and up to 3* of your own *Sustains* and *Improves*. For each *Sustain*, please explain why you believe you are strong in the area you have identified. For each *Improve*, please explain why you believe you are deficient (need improvement) in the area you have identified. Please answer all questions and provide at least one *Sustain* and *Improve* (with comment).

Your Name: \_\_\_\_\_

| <b>Sustains (Your Strengths)</b>  |  | <b>Comment (Explain why)</b> |
|---|--|------------------------------|
| #1  |  |                              |
| #2  |  |                              |
| #3  |  |                              |
| <b>Improves (Your Weaknesses)</b>   |  | <b>Comment (Explain why)</b> |
| #1  |  |                              |
| #2  |  |                              |
| #3  |  |                              |
| <p><b>What have you done so far to try to improve in the course?</b></p><br><p><b>What other feedback and/or experiences would help you improve more in the future?</b></p>   |  |                              |
| <p><b>Without making any adjustments to the rank order you already provided for your peers, please indicate where you would rank yourself among the other members of your squad:</b></p> <p><b>Self-Rank:</b> _____</p> |  |                              |

## Appendix F

### User Survey for Legacy Peer Assessment

**Instructions:** Think about the peer assessment you just completed: the ranking form with comments and feedback, and self-assessment. Please select the degree to which you agree or disagree with each statement below on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Confidentiality:** This is for research purposes only. Your responses are confidential, will not impact your standing in OCS, and will not be shared with your leadership, cadre, or peers.

| Statement                 |   | 1 = Strongly Disagree    | 2 = Disagree             | 3 = Neutral              | 4 = Agree                | 5 = Strongly Agree       |
|---------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Format and Process</b> | 1. The peer assessment format was easy to complete.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 2. The peer assessment process was efficient.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 3. I had sufficient time to complete the peer assessment.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 4. The peer assessment process was fair.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 5. The peer assessment was well-timed relative to other events in the course (e.g., lecture topics covered, field exercises). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 6. I took the peer assessment seriously.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 7. I believe that my peers took the peer assessment seriously.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 8. I had sufficient information to meaningfully evaluate my peers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 9. I had sufficient guidance on criteria based on which to evaluate my peers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 10. I would like to use this peer assessment process in the future.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 11. The rankings were easy to complete.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 12. Overall, I liked the self-assessment process.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 13. Overall, I liked the peer assessment format.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Utility</b>            | 14. I was able to provide actionable feedback to my peers in the comments.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 15. The peer assessment made me feel more accountable for my peers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 16. Ranking myself relative to my peers was useful for my development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 17. The process of ranking my peers was helpful for my development.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 18. The self-assessment is helpful for my development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 19. I understand the purpose behind peer assessments in OCS.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 20. The peer assessment process allowed me to provide honest feedback.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 21. I believe that peer feedback is important for my career development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 22. The peer assessment makes me feel more motivated to do better in the course.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 23. Because of the peer assessment, I have a better understanding of how to provide useful feedback to others.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 24. The peer assessment process made me think more deeply about critical leadership attributes and competencies.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 25. Overall, the peer assessment process is useful for my development in OCS.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## Appendix G

### User Survey for New Peer Assessment

**Instructions:** Think about the peer assessment you just completed: the sustains/improves form, ranking, and self-assessment. Please select the degree to which you agree or disagree with each statement below on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

**Confidentiality:** This is for research purposes only. Your responses are confidential, will not impact your standing in OCS, and will not be shared with your leadership, cadre, or peers.

| Statement                 |   | 1 = Strongly Disagree    | 2 = Disagree             | 3 = Neutral              | 4 = Agree                | 5 = Strongly Agree       |
|---------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <b>Format and Process</b> | 1. The peer assessment format was easy to complete.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 2. The peer assessment process was efficient.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 3. I had sufficient time to complete the peer assessment.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 4. The peer assessment process was fair.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 5. The peer assessment was well-timed relative to other events in the course (e.g., lecture topics covered, field exercises). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 6. I took the peer assessment seriously.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 7. I believe that my peers took the peer assessment seriously.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 8. I had sufficient information to meaningfully evaluate my peers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 9. I had sufficient guidance on criteria based on which to evaluate my peers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 10. I would like to use this peer assessment process in the future.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 11. The rankings were easy to complete.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 12. The leadership rubric was easy to follow.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 13. Overall, I liked the self-assessment process.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 14. Overall, I liked the peer assessment format.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>Utility</b>            | 15. The leadership attributes/competencies are relevant criteria against which to evaluate officer candidates.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 16. The leadership rubric helped me to more meaningfully evaluate my peers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 17. Writing about what I have done or would do to help my peers improve was helpful to me.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 18. I was able to provide actionable feedback to my peers in the comments.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 19. The peer assessment made me feel more accountable for my peers.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 20. Ranking myself relative to my peers was useful for my development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 21. The process of ranking my peers was helpful for my development.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 22. The self-assessment is helpful for my development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 23. I understand the purpose behind peer assessments in OCS.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 24. The peer assessment process allowed me to provide honest feedback.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|                           | 25. I believe that peer feedback is important for my career development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Statement  | 1 = Strongly Disagree    | 2 = Disagree             | 3 = Neutral              | 4 = Agree                | 5 = Strongly Agree       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 26. The peer assessment makes me feel more motivated to do better in OCS.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Because of the peer assessment, I have a better understanding of how to provide useful feedback to others.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. The peer assessment process made me think more deeply about critical leadership attributes and competencies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Overall, the peer assessment process is useful for my development in OCS.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Optional Comment:** Please provide any feedback you may have about the peer assessment process, and share suggestions for improvement. For example, what did you like or not like about the process, form, etc. What would you keep or change?

## Appendix H

### Comparison Survey for Officer Candidates

**INSTRUCTIONS:** Think about the two different versions of peer assessments you experienced at OCS. We are interested in how you think the two versions compared in terms of usefulness and effectiveness. Please follow the instructions below to evaluate which version was better on a number of characteristics. This is for research purposes only. Your responses are confidential, will not impact your standing in OCS, and will not be shared with your leadership, cadre, or peers.

| <u>Peer Assessment Version A</u>   | <u>Peer Assessment Version B</u>  |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
|--|---|--|--------------|-----|-----|------|--------|-----------------------|-----------------------|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|---|--|--|----|--|--|----|--|--|----|--|--|---|-----------------------|---------|------------|---------------------|--------------|------------------------------------|-----------------|---------------------------|-----------------------|---------|-----------------------------------|---|------------|--------------------|--------------------|---|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">OC's Name</td> <td style="text-align: center;">Class Number</td> </tr> <tr> <td style="font-size: 8px;">PLT</td> <td style="font-size: 8px;">MGR</td> <td style="font-size: 8px;">Date</td> </tr> <tr> <td style="font-size: 8px;">Rate #</td> <td style="font-size: 8px;">Last Name, First Name</td> <td style="font-size: 8px;">Comments and feedback</td> </tr> <tr> <td style="font-size: 8px;">1</td> <td></td> <td style="font-size: 8px;">Should you go to war with this person?</td> </tr> <tr><td>2</td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td></tr> </table> | OC's Name   |  | Class Number | PLT | MGR | Date | Rate # | Last Name, First Name | Comments and feedback | 1 |  | Should you go to war with this person? | 2 |  |  | 3 |  |  | 4 |  |  | 5 |  |  | 6 |  |  | 7 |  |  | 8 |  |  | 9 |  |  | 10 |  |  | 11 |  |  | 12 |  |  | <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>SUSTAINS AND IMPROVES</b></p> <p style="font-size: 8px; margin: 0;">INSTRUCTIONS: For each other OC in your squad, please identify at least 1 and up to 3 attributes/competencies from the provided Leadership Rubric as <i>Sustains</i> and <i>Improves</i>. For each <i>Sustains</i>, describe why you view the attribute/competency as a strength for the OC. For each <i>Improves</i>, explain why you identified the attribute/competency as needing improvement, and how the OC might be able to improve. Please write comments that are specific, concrete, constructive, and actionable, especially for the <i>Improves</i>. For example, stating that your peer is a jerk will not help him or her improve. In contrast, stating that your peer needs improvement on "discipline" and describing that individual's tendency to talk in formation would provide your peer and cadre with actionable and useful feedback. Please answer all questions and provide at least one <i>Sustains</i> and <i>Improves</i> (with comment) for each OC.</p> <p style="font-size: 8px; margin: 0;">EXAMPLE:<br/>OC being evaluated: Joseph Doe</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th style="width: 30%;">Sustains (see Rubric)</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>#1 Fitness</td> <td>Messes out the APFT</td> </tr> <tr> <td>#2 Expertise</td> <td>Knows what he's doing in the field</td> </tr> <tr> <td>#3 Gets Results</td> <td>Always gets the job done.</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th style="width: 30%;">Improves (see Rubric)</th> <th>Comment</th> </tr> </thead> <tbody> <tr> <td>#1 Creates a positive environment</td> <td>Negative attitude - always points out how others mess up, never says anything nice.</td> </tr> <tr> <td>#2 Respect</td> <td>Calls people names</td> </tr> <tr> <td>#3 Develops Others</td> <td>He knows his stuff, but he never tries to help others who are struggling.</td> </tr> </tbody> </table> <p style="font-size: 8px; margin: 0;">Would you trust this Soldier as your leader in combat? <input type="radio"/> Yes <input type="radio"/> No</p> <p style="font-size: 8px; margin: 0;">What have you done (or could you do in the future) to help this OC improve?<br/>We could try asking for guidance with a specific task.</p> </div> | Sustains (see Rubric) | Comment | #1 Fitness | Messes out the APFT | #2 Expertise | Knows what he's doing in the field | #3 Gets Results | Always gets the job done. | Improves (see Rubric) | Comment | #1 Creates a positive environment | Negative attitude - always points out how others mess up, never says anything nice. | #2 Respect | Calls people names | #3 Develops Others | He knows his stuff, but he never tries to help others who are struggling. |
| OC's Name  |   | Class Number                           |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| PLT  | MGR   | Date                                   |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| Rate #   | Last Name, First Name   | Comments and feedback                  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 1  |   | Should you go to war with this person? |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 2  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 3  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 4  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 5  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 6  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 7  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 8  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 9  |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 10   |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 11   |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 12   |   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| Sustains (see Rubric)  | Comment   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #1 Fitness   | Messes out the APFT   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #2 Expertise   | Knows what he's doing in the field  |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #3 Gets Results  | Always gets the job done.   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| Improves (see Rubric)  | Comment   |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #1 Creates a positive environment  | Negative attitude - always points out how others mess up, never says anything nice. |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #2 Respect   | Calls people names  |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #3 Develops Others   | He knows his stuff, but he never tries to help others who are struggling.           |  |              |     |     |      |        |                       |                       |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |   |  |  |    |  |  |    |  |  |    |  |  |   |                       |         |            |                     |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |

| <b>Using the anchors to the right, select which version was better in terms of the following:</b> | <i>Much better</i>       | <i>Better</i>            | <i>Slightly better</i>   | <i>Same</i>              | <i>Slightly better</i>   | <i>Better</i>            | <i>Much better</i>       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Easy to complete.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Efficient.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Fair.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Taken seriously.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Helped me to uncover my strengths and weaknesses.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Helped me to improve at OCS.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Helped me to become a better leader.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Motivated me to do better at OCS.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Helped me to understand the purpose behind peer assessments in OCS.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Made me feel accountable for my peers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Prompted me to think deeply about leadership attributes/competencies.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Useful for cadre.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Useful for officer candidates.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Overall effectiveness.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Provided clearer evaluation criteria.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Using the anchors to the right, select which version was better in terms of the following:    | <i>Much better</i>       | <i>Better</i>            | <i>Slightly better</i>   | <i>Same</i>              | <i>Slightly better</i>   | <i>Better</i>            | <i>Much better</i>       |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Provided me with honest feedback.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Provided me with actionable feedback.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Provided me with timely feedback.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Provided me with peer feedback that was accurate/representative of my performance at OCS. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <b>PART 2: This section pertains to the different components of the peer assessment. For each statement below, please select the degree to which you agree or disagree on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).</b> | 1 =<br>Strongly Disagree | 2 =<br>Disagree          | 3 =<br>Neutral           | 4 =<br>Agree             | 5 =<br>Strongly Agree    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Writing about what I have done or would do to help my peers improve was helpful to me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Ranking myself relative to my peers was useful for my development.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The leadership rubric helped me to more meaningfully evaluate my peers.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The self-assessment was helpful for my development.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The <i>third</i> peer assessment was well-timed relative to other events in the course (e.g., lecture topics covered, field exercises).  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Seeing if my peers would trust me as a leader in combat was helpful to me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Seeing my peers' responses about what they have done or would do to help me improve was helpful to me.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Knowing where others ranked me in my squad helped me improve in OCS.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <b>PART 3: For the next set of items, please think about your experience with the peer assessments at OCS more generally, and select the degree to which you agree or disagree on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).</b> | 1 =<br>Strongly Disagree | 2 =<br>Disagree          | 3 =<br>Neutral           | 4 =<br>Agree             | 5 =<br>Strongly Agree    |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. The setting in which the peer assessments were completed was suitable.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The peer assessments made me think more deeply about critical leadership attributes and competencies.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The peer assessments prompted me to seek additional information from my peers about my performance.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The peer assessments prompted me to seek guidance from cadre about my performance.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The peer assessments prompted informal conversations among peers about leadership.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Peer assessments were important for my career development.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. The peer assessments motivated me to do better in the course.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Overall, I found the peer assessments to be useful for my development.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**Optional Comment:** Please provide any feedback you may have about the two different peer assessment processes you experienced as part of the course. Which one did you like better, and why? Do you have any suggestions for how to implement peer assessments at OCS in the future? Any other feedback you would like to share?

## Appendix I

### Comparison Survey for Cadre

**INSTRUCTIONS:** Think about the two different versions of peer assessments that were conducted with the officer candidates in your company during this cycle. We are interested in how you think the two versions compared in terms of usefulness and effectiveness. Please follow the instructions below to evaluate which version was better on a number of characteristics.

| <u>Peer Assessment Version A</u>   | <u>Peer Assessment Version B</u>  |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
|--|---|-----------------------|--|--|-----|-----|-------|--------------|--------|-----------------------|-----------------------|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|----|--|--|--|----|--|--|--|----|--|--|--|---|-----------------------|---------|------------|--------------------|--------------|------------------------------------|-----------------|---------------------------|-----------------------|---------|-----------------------------------|---|------------|--------------------|--------------------|---|
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">OC's Name</td> <td colspan="2" style="text-align: center;">Class Number</td> </tr> <tr> <td style="width: 10%;">R1:</td> <td style="width: 10%;">MO:</td> <td style="width: 10%;">Date:</td> <td style="width: 10%;">Class Number</td> </tr> <tr> <td style="width: 5%;">Rate #</td> <td style="width: 25%;">Last Name, First Name</td> <td style="width: 55%;">Comments and feedback</td> <td style="width: 15%;">Should you go to war with this person?</td> </tr> <tr><td>1</td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td></tr> <tr><td>6</td><td></td><td></td><td></td></tr> <tr><td>7</td><td></td><td></td><td></td></tr> <tr><td>8</td><td></td><td></td><td></td></tr> <tr><td>9</td><td></td><td></td><td></td></tr> <tr><td>10</td><td></td><td></td><td></td></tr> <tr><td>11</td><td></td><td></td><td></td></tr> <tr><td>12</td><td></td><td></td><td></td></tr> </table> | OC's Name   |                       | Class Number                           |  | R1: | MO: | Date: | Class Number | Rate # | Last Name, First Name | Comments and feedback | Should you go to war with this person? | 1 |  |  |  | 2 |  |  |  | 3 |  |  |  | 4 |  |  |  | 5 |  |  |  | 6 |  |  |  | 7 |  |  |  | 8 |  |  |  | 9 |  |  |  | 10 |  |  |  | 11 |  |  |  | 12 |  |  |  | <p><b>SUSTAINS AND IMPROVES</b></p> <p><small>INSTRUCTIONS: For each other OC in your squad, please identify at least 1 and up to 3 attributes/competencies from the provided Leadership Rubric as <i>Sustains</i> and <i>Improves</i>. For each <i>Sustains</i>, describe why you view the attribute/competency as a strength for the OC. For each <i>Improves</i>, explain why you identified the attribute/competency as needing improvement, and how the OC might be able to improve. Please write comments that are specific, concrete, constructive, and actionable, especially for the <i>Improves</i>. For example, stating that your peer is a jerk will not help him or her improve. In contrast, stating that your peer needs improvement on "discipline" and describing that individual's tendency to talk in formation would provide your peer and cadre with actionable and useful feedback. Please answer all questions and provide at least one <i>Sustain</i> and <i>Improve</i> (with comment) for each OC.</small></p> <p><b>EXAMPLE:</b><br/>OC being evaluated: <u>Joseph Doe</u></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Sustains (see Rubric)</th> <th style="width: 50%;">Comment</th> </tr> </thead> <tbody> <tr> <td>#1 Fitness</td> <td>Moves out the APFT</td> </tr> <tr> <td>#2 Expertise</td> <td>Knows what he's doing in the field</td> </tr> <tr> <td>#3 Gets Results</td> <td>Always gets the job done.</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Improves (see Rubric)</th> <th style="width: 50%;">Comment</th> </tr> </thead> <tbody> <tr> <td>#1 Creates a positive environment</td> <td>Negative attitude - always points out how others mess up, never says anything nice.</td> </tr> <tr> <td>#2 Respect</td> <td>Calls people names</td> </tr> <tr> <td>#3 Develops Others</td> <td>He knows his stuff, but he never tries to help others who are struggling.</td> </tr> </tbody> </table> <p>Would you trust this Soldier as your leader in combat? <input type="radio"/> Yes <input type="radio"/> No</p> <p><small>What have you done (or could you do in the future) to help this OC improve? If you could try asking for guidance with a specific task.</small></p> | Sustains (see Rubric) | Comment | #1 Fitness | Moves out the APFT | #2 Expertise | Knows what he's doing in the field | #3 Gets Results | Always gets the job done. | Improves (see Rubric) | Comment | #1 Creates a positive environment | Negative attitude - always points out how others mess up, never says anything nice. | #2 Respect | Calls people names | #3 Develops Others | He knows his stuff, but he never tries to help others who are struggling. |
| OC's Name  |   | Class Number          |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| R1:  | MO:   | Date:                 | Class Number                           |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| Rate #   | Last Name, First Name   | Comments and feedback | Should you go to war with this person? |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 1  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 2  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 3  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 4  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 5  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 6  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 7  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 8  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 9  |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 10   |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 11   |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| 12   |   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| Sustains (see Rubric)  | Comment   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #1 Fitness   | Moves out the APFT  |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #2 Expertise   | Knows what he's doing in the field  |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #3 Gets Results  | Always gets the job done.   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| Improves (see Rubric)  | Comment   |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #1 Creates a positive environment  | Negative attitude - always points out how others mess up, never says anything nice. |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #2 Respect   | Calls people names  |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |
| #3 Develops Others   | He knows his stuff, but he never tries to help others who are struggling.           |                       |  |  |     |     |       |              |        |                       |                       |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |   |  |  |  |    |  |  |  |    |  |  |  |    |  |  |  |   |                       |         |            |                    |              |                                    |                 |                           |                       |         |                                   |   |            |                    |                    |   |

| Using the anchors to the right, select which version was better in terms of the following: | Much better              | Better                   | Slightly better          | Same                     | Slightly better          | Better                   | Much better              |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Easy to implement.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Efficient.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Fair.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Taken seriously by the OCs.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Helped to uncover OC strengths and weaknesses.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Helped OCs improve as leaders.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Enabled OCs to provide honest feedback.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Enabled OCs to provide actionable feedback.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Prompted OCs to think deeply about leadership attributes/competencies.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Provided clearer evaluation criteria.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Accurate/representative of OC performance.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Enabled the provision of timely formative feedback to OCs.                             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Helped OCs learn how to receive feedback from others.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Prompted OCs to seek guidance from cadre about their performance.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Useful for cadre.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| Using the anchors to the right, select which version was better in terms of the following: | <i>Much better</i>       | <i>Better</i>            | <i>Slightly better</i>   | <i>Same</i>              | <i>Slightly better</i>   | <i>Better</i>            | <i>Much better</i>       |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 16. Useful for OCs.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Sustainable at OCS.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Overall effectiveness.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| <b><i>PART 2: This section pertains to the different aspects of the peer assessments. For each statement below, please select the degree to which you agree or disagree on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).</i></b> | <b>1 =<br/>Strongly<br/>Disagree</b> | <b>2 =<br/>Disagree</b>  | <b>3 =<br/>Neutral</b>   | <b>4 =<br/>Agree</b>     | <b>5 =<br/>Strongly<br/>Agree</b> |
|--|--------------------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|
| 1. It is helpful to see how OCs have helped/would help each other improve.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 2. It is helpful to see if OCs would trust one another to be leaders in combat.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 3. The rankings were useful for OC development.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 4. The self-assessment was helpful for OC development.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 5. The leadership rubric helped OCs to more meaningfully evaluate one another.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 6. The leadership attributes/competencies are relevant criteria against which to evaluate OCs.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 7. The setting in which the peer assessments were completed was suitable.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |
| 8. The peer assessments were well-timed relative to other events in the course (e.g., lecture topics covered, field exercises).  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>          |

**Optional Comment:** Please provide any feedback you may have about the peer assessment process, and share suggestions for improvement. For example, what did you like or not like about the process, form, etc. What would you keep or change?

Appendix J

**Table J1**

*Peer Assessment Survey Officer Candidate Results (Within Group Differences)*

| Survey Items   | Legacy Peer Assessment First Group |                        |               |          |                  | New Peer Assessment First Group |                        |               |          |                  |
|--|------------------------------------|------------------------|---------------|----------|------------------|---------------------------------|------------------------|---------------|----------|------------------|
|  | Legacy PA<br>(Time 1)              | New PA<br>(Time 2)     | <i>t</i> (30) | <i>p</i> | Cohen's <i>d</i> | New PA<br>(Time 1)              | Legacy PA<br>(Time 2)  | <i>t</i> (49) | <i>p</i> | Cohen's <i>d</i> |
|  | <i>M</i> ( <i>SD</i> )             | <i>M</i> ( <i>SD</i> ) |               |          |                  | <i>M</i> ( <i>SD</i> )          | <i>M</i> ( <i>SD</i> ) |               |          |                  |
| The peer assessment format was easy to complete.   | 4.35 (0.88)                        | 4.23 (0.85)            | 0.611         | 0.546    | 0.139            | 4.04 (0.99)                     | 4.70 (0.58)            | 4.109         | 0.000    | 0.813            |
| The peer assessment process was efficient.   | 3.94 (1.06)                        | 4.03 (1.02)            | -0.423        | 0.675    | 0.087            | 3.80 (1.13)                     | 4.58 (0.67)            | 4.355         | 0.000    | 0.840            |
| I had sufficient guidance on criteria based on which to evaluate my peers.                                 | 3.74 (0.97)                        | 4.58 (0.50)            | -5.200        | 0.000    | 1.089            | 4.40 (0.61)                     | 4.08 (0.94)            | -2.178        | 0.034    | 0.404            |
| I understand the purpose behind peer assessments in OCS.   | 3.97 (1.11)                        | 4.39 (0.88)            | -2.437        | 0.021    | 0.419            | 4.30 (0.95)                     | 4.14 (1.07)            | -1.000        | 0.322    | 0.158            |
| Because of the peer assessment, I have a better understanding of how to provide useful feedback to others. | 3.29 (0.94)                        | 3.97 (0.84)            | -4.329        | 0.000    | 0.763            | 4.10 (1.00)                     | 3.82 (1.17)            | -1.759        | 0.085    | 0.257            |
| Overall, I liked the peer assessment format.   | 3.39 (1.23)                        | 4.19 (0.91)            | -3.758        | 0.001    | 0.739            | 3.71 (0.98)                     | 4.10 (1.05)            | 2.162         | 0.036    | 0.384            |

*Note.* Five response options ranging from *strongly disagree* (1) to *strongly agree* (5).

## Appendix K

**Table K1**

*Peer Assessment Survey Officer Candidate Results (Between Group Differences)*

| Survey Items   | Feedback about Legacy Peer Assessment |                       |          |           |          |                  | Feedback about New Peer Assessment |                       |          |           |          |                  |
|--|---------------------------------------|-----------------------|----------|-----------|----------|------------------|------------------------------------|-----------------------|----------|-----------|----------|------------------|
|  | Legacy PA<br>First Group              | New PA<br>First Group | <i>t</i> | <i>df</i> | <i>p</i> | Cohen's <i>d</i> | Legacy PA<br>First Group           | New PA<br>First Group | <i>t</i> | <i>df</i> | <i>p</i> | Cohen's <i>d</i> |
|  | <i>M (SD)</i>                         | <i>M (SD)</i>         |          |           |          |                  | <i>M (SD)</i>                      | <i>M (SD)</i>         |          |           |          |                  |
| The peer assessment format was easy to complete.   | 4.27 (0.89)                           | 4.70 (0.57)           | -2.877   | 78.18     | 0.005    | 0.574            | 4.27 (0.84)                        | 3.95 (1.05)           | 1.512    | 94        | 0.134    | 0.337            |
| The peer assessment process was efficient.   | 3.94 (1.00)                           | 4.59 (0.66)           | -3.860   | 79.88     | 0.000    | 0.767            | 4.03 (0.98)                        | 3.76 (1.09)           | 1.185    | 94        | 0.239    | 0.261            |
| I had sufficient guidance on criteria based on which to evaluate my peers.                                 | 3.81 (0.87)                           | 4.11 (0.93)           | -1.676   | 100       | 0.097    | 0.333            | 4.58 (0.50)                        | 4.37 (0.58)           | 1.775    | 94        | 0.079    | 0.388            |
| I understand the purpose behind peer assessments in OCS.   | 4.00 (1.03)                           | 4.17 (1.04)           | -0.810   | 100       | 0.420    | 0.164            | 4.39 (0.86)                        | 4.21 (0.95)           | 0.945    | 94        | 0.347    | 0.196            |
| Because of the peer assessment, I have a better understanding of how to provide useful feedback to others. | 3.29 (0.99)                           | 3.87 (1.15)           | -2.708   | 100       | 0.008    | 0.541            | 3.97 (0.81)                        | 4.03 (1.00)           | -0.307   | 94        | 0.759    | 0.066            |
| Overall, I liked the peer assessment format.   | 3.35 (1.14)                           | 4.06 (1.11)           | -3.152   | 100       | 0.002    | 0.631            | 4.18 (0.88)                        | 3.60 (0.98)           | 2.860    | 93        | 0.005    | 0.623            |

*Note.* Five response options ranging from *strongly disagree* (1) to *strongly agree* (5).