

Technical Report 1426

Development and Validation of the Restricted Noncommissioned Officer Special Assignment Battery

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U.S. Army Research Institute

January 2023



**United States Army Research Institute
for the Behavioral and Social Sciences**

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Research accomplished under contract
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Personnel Decisions Research Institutes

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DISPOSITION

This Technical Report has been submitted to the
Defense Information Technical Center (DTIC).

REPORT DOCUMENTATION PAGE					
1. REPORT DATE (Month Year) January 2023		2. REPORT TYPE Final		3. DATES COVERED (Month Year)	
				START DATE October 2018	END DATE June 2022
4. TITLE AND SUBTITLE Development and Validation of the Restricted Noncommissioned Officer Special Assignment Battery					
5a. CONTRACT NUMBER W911NF-18-C-0069		5b. GRANT NUMBER		5c. COOPERATIVE AGREEMENT NUMBER	
5d. PROGRAM ELEMENT NUMBER 633007	5e. PROJECT NUMBER A792	5f. TASK NUMBER 1031		5g. WORK UNIT NUMBER	
6. AUTHOR(S) Horgan, Kristen; Nye, Christopher D.; Johnson, Elyssa; Lovering, Eleanor; Byerly, Kelsey; Drasgow, Fritz; Chernyshenko, Oleksandr, S.; Stark, Stephen; Glorioso, Melissa; O'Brien, Erin					
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Personnel Decisions Research Institutes, LLC 1911 N. Fort Myer Drive, Suite 410 Arlington, VA 22209				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral and Social Sciences 6000 6th Street (Bldg. 1464 / Mail Stop: 5610) Fort Belvoir, Virginia 22060-5610			10. SPONSOR/MONITOR'S ACRONYM(S) ARI	11. SPONSOR/MONITOR'S REPORT NUMBER(S) Technical Report 1426	
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.					
13. SUPPLEMENTARY NOTES ARI Research POC: Elyssa Johnson, Ph.D., Selection and Assignment Research Unit					
14. ABSTRACT This report describes research to develop a new version of a personality and motivation measure, the Restricted Noncommissioned Officer Special Assignment Battery (NSAB), to inform noncommissioned officer (NCO) special assignment. The current research builds on the U.S. Army Research Institute for Behavioral and Social Sciences' (ARI) previous Tailored Adaptive Personality Assessment System (TAPAS) and NSAB research that has shown these measures predict a range of performance and attitudinal criteria for new Soldier selection, military occupational specialty (MOS) qualification, and NCO special assignment selection (recruiters, instructors, drill sergeants, Special Forces). This report covers the initial stages of the project to develop a new version of the NSAB for operational use and to prepare for a validation study in a sample of Soldiers attending Basic Leader Course (BLC).					
15. SUBJECT TERMS NSAB, NCO selection, NCO special assignment, noncognitive assessment					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	
a. REPORT Unclassified	b. ABSTRACT Unclassified	c. THIS PAGE Unclassified	Unlimited Unclassified	86	
19a. NAME OF RESPONSIBLE PERSON Dr. Tonia Heffner				19b. PHONE NUMBER (Include area code) 571-338-9225	

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ACKNOWLEDGMENTS

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), Personnel Decisions Research Institutes, Inc. (PDRI), and Drasgow Consulting Group (DCG) would like to acknowledge the contributions of the following individuals and organizations for their support of the Noncommissioned Officer Special Assignment (NSAB) research. We would like to thank Mr. Juan Ortiz for his support in facilitating BLC participation for the validation portion of this project. We appreciate the outstanding support provided by the many U.S. Training Doctrine and Command (TRADOC) Basic Leader Course (BLC) leaders and facilitators who assisted in data collections and generously shared their expertise as subject matter experts. Additionally, we would like to thank the junior enlisted Soldiers, noncommissioned officers, and Army installation points of contact that supported our data collection efforts. We would also like to recognize Ms. Pamela Butler for her assistance with coordinating troop support and Ms. Sharon Meyers for her assistance with survey programming.

DEVELOPMENT AND VALIDATION OF THE RESTRICTED NONCOMMISSIONED OFFICER SPECIAL ASSIGNMENT BATTERY

EXECUTIVE SUMMARY

Research Requirement:

The Army requires effective noncommissioned officers (NCOs) in special duty assignments such as recruiter, drill sergeant, and instructor to successfully transform civilians into well-trained and highly performing Soldiers and leaders. Other special duty assignments, such as Special Forces, fulfill a unique role within the Army. When placing NCOs into these special assignments, the Army has a variety of measures to evaluate NCOs' attributes, including cognitive ability, physical fitness, and education. Implementing a personality assessment as an operational screening tool for special duty assignments provides additional information to help Army decision makers recommend assignments with increased precision and allows for a whole-person assessment approach that considers an NCO's personality alongside other important requirements and predictors of success.

With this in mind, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has conducted several research studies to validate the NCO Special Assignment Battery (NSAB), a personality measure based on the Tailored Adaptive Personality Assessment System (TAPAS), for several NCO special duty assignments. After empirical evidence demonstrated the successful relationship between the NSAB and special duty assignment outcomes, such as performance and Soldier attitudes, the Army G-1 issued guidance on the Implementation of the NSAB for Special Assignments (HQDA EXORD 106-21). The Army began administering the NSAB in Distributed Leader Courses 1-3 (DLC1-3) in June 2021. NSAB scores are provided to Human Resource Command (HRC), along with existing data and requirements, for assignment managers to utilize when assigning NCOs to drill sergeant and recruiter positions.

Additionally, the EXORD directed ARI to continue research on the NSAB, and as such, ARI authorized the development of a new, restricted version of the NSAB, so that the existing version of the NSAB can be used solely for research purposes and the newly developed version can be secured and used solely operationally. This report describes the initial stages of NSAB development, the development of a new, restricted version of the NSAB for operational use, and preparation for a validation study of the Restricted NSAB using Soldiers in Basic Leader Course (BLC).

Procedure:

Given the need to maintain test security of the NSAB, new statement pools were needed to develop a new, restricted version of the NSAB. Statements assessing behavior, cognition, and affect were prepared for pre-testing, and multiple survey forms were developed to efficiently collect data from Soldiers to estimate the item response theory (IRT) and social desirability parameters of each statement. After parameter estimation and statement pool testing, the new, restricted version of the NSAB was created.

In addition to developing the new version of the NSAB, criterion measures were developed for use in a validation study with BLC students, known as learners. Focus groups were conducted with BLC subject matter experts to identify BLC learner performance requirements. Next, criterion measures were identified, developed, or modified for use in a BLC environment. These criterion measures included attitudinal measures, performance ratings, physical fitness, disciplinary incidents, and existing academic data. Each criterion measure was reviewed and refined by subject matter experts during focus group sessions.

Findings:

Building upon the NSAB, the project team developed new statement pools for 16 NSAB facets creating the new, restricted version of the NSAB. The new, restricted version of the NSAB is a computer adaptive test and uses a multidimensional pairwise preference format resistant to faking. Respondents choose one statement out of a pair of statements that best describes them. The two statements in the pair are matched on both the items' social desirability and extremity of the NSAB dimension they assess.

A final set of criteria measures were developed to validate the new, restricted version of the NSAB. The finalized criteria measures include a Peer Rating Form, assessing seven dimensions of learner performance; an instructor or Facilitator Rating Form, assessing two dimensions of learner performance dimensions and three special assignment areas of potential for future success; an NCO Life Questionnaire, a self-report measure assessing learner's attitudes; and a Learner Demographic Questionnaire, a self-report questionnaire assessing past and current leadership experience and demographics.

Utilization and Dissemination of Findings:

The new, restricted version of the NSAB will provide the Army with a secure operational screening tool for special duty assignments, while the previous version can be used for continued research. Building on the foundation of the current work, follow-on research is planned to conduct a criterion-related validation study with Soldiers attending the Basic Leader Course to examine the relationships between the new, restricted NSAB and attitudes and performance. Additional research is planned to examine the relationship between the two versions of the NSAB by comparing individuals' scores on the previous NSAB version to their scores on the new, restricted version of the NSAB. Validities will also be compared across the two versions.

As described in our literature review, the NSAB has demonstrated value for use in NCO assignment to recruiter and drill sergeant duty and has the potential to add value in for NCO selection for other assignments such as instructor or special operations. Further testing of the NSAB for use as an in-service selection tool for other NCO special populations and NCO leadership positions is recommended to inform the Army's overarching talent management objectives.

DEVELOPMENT AND VALIDATION OF THE RESTRICTED NONCOMMISSIONED OFFICER SPECIAL ASSIGNMENT BATTERY

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Development and Validation of the Restricted Noncommissioned Officer Special Assignment Battery

The Department of the Army is responsible for recruiting and training thousands of new Soldiers annually and for continued training and development of Soldiers throughout their careers. The Army requires effective Soldiers in leadership positions and special duty assignments such as recruiter, drill sergeant, and instructor to help recruit, train, and guide Soldiers. Recruiters select and guide applicants deemed to have potential to become successful Soldiers. Drill sergeants coach and counsel these Soldiers and prepare them for duty. Instructors teach leadership and military occupational specialty (MOS)-specific knowledge and skills to Soldiers as they progress through their careers. Together, the noncommissioned officers (NCOs) in these special duty assignments are responsible for transforming civilians into highly trained Soldiers and leaders. Other special duty assignments, such as Special Forces, provide the Army with personnel to fill unique roles. Special Forces personnel are trained using unconventional tactics and techniques to perform functions such as reconnaissance, unconventional warfare, and counter-terrorism actions. Given the importance of these assignments, it is crucial to identify and place NCOs who are likely to be successful in these special duty assignments.

NCO special duty assignments are important not just to the Army but to the development of NCOs themselves. These assignments provide broadening opportunities and leadership experience, beyond MOS-related activities, which NCOs can leverage to progress their careers and grow in character, presence, and intellect (Department of the Army, 2018). NCOs can best succeed and take advantage of the professional development opportunity if they are placed in an assignment that matches their abilities and personality characteristics.

The purpose of the Noncommissioned Officer Special Assignment Battery (NSAB) is to identify NCOs who are most likely to succeed in one or more special duty assignments. The NSAB is a personality assessment comprised of 16 dimensions of the Big Five personality factors and other well-researched personality dimensions (Chernyshenko et al., 2010; Chernyshenko et al., 2007). The NSAB is based on the Tailored Adaptive Personality Assessment System (TAPAS) and uses a multidimensional pairwise preference (MDPP) format that is designed to be resistant to faking, similar to the Army's Assessment of Individual Motivation inventory (Stark et al., 2011; White & Young, 1998; White, Young, Heggstad, et al., 2004). Implementing a new, restricted version of the NSAB as an operational screening tool for special duty assignments will provide additional information to help Army decision makers recommend assignment decisions with increased precision and allows for a whole-person approach that considers an NCO's personality alongside other important requirements and predictors of success. This allows the existing version of the NSAB to be used for research purposes, while the newly developed, restricted version can be secured and used operationally.

As we describe in more detail below, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has conducted several research studies to validate the NSAB for several NCO special duty assignments. After the significant relationship between the NSAB and special duty assignment outcomes was demonstrated, the Army G-1 issued guidance on the Implementation of the NSAB for Special Assignments (HQDA EXORD 106-21). In June 2021, the Army began administering NSAB in Distributed Leader Courses 1-3 (DLC1-3), prior to the U.S. Training Doctrine and Command (TRADOC) Basic Leader Course (BLC), Advanced Leader

Course (ALC), and the Senior Leader Course (SLC), respectfully. The NSAB is automatically scored, with scores sent to assignment managers at U.S. Army Human Resources Command (HRC) to supplement existing data and requirements (e.g., physical fitness, cognitive ability, educational credentials, conduct, and years of service) when assigning drill sergeants and recruiters. The EXORD also directed ARI to continue research on the NSAB, and as such, ARI required the development of a new version so that one version of the NSAB can be used for research purposes and the other can be secured and used operationally.

This report describes research to create a new, custom computer adaptive, restricted version of the NSAB and to validate the new, restricted version of the NSAB in a large-scale effort with Soldiers and NCOs early in their careers. There are six primary objectives of our research effort: 1) developing items and an item response theory-based model for a new computer adaptive restricted version of the NSAB; 2) planning for the administration of the new, restricted version of NSAB in the TRADOC BLCs; 3) developing criterion measures; 4) completing the computer adaptive software development for the new, restricted version of the NSAB; 5) conducting a concurrent, criterion-related validation study with Soldiers attending BLC; and 6) comparing Soldiers' scores on the NSAB administered at DLC to their scores on the new, restricted version of the NSAB. In this report, we describe our approach and the results for the first three objectives above. We first review the recruiter, drill sergeant, instructor and Special Forces roles and the literature on predictors of performance as well as personality predictors in several equivalent civilian roles. We next describe the development of the new item pools and the data collection and analyses to produce the new, restricted version of the NSAB. Finally, we describe our work to develop criterion measures to prepare for the concurrent, criterion-related validation study with Soldiers attending BLC.

Literature Review

This report first describes the special duty assignment roles for recruiters, drill sergeants, instructors, along with Special Forces personnel. Next, we review the background and history of the NSAB, describing the TAPAS and NSAB validity research. We also provide a review of the literature on personality predictors of special duty assignment performance to better understand the relationship between the NSAB and performance in these assignments, along with personality validation research in similar civilian roles.

Recruiter Assignment

With the Army's mission of maintaining combat readiness, recruiters play a crucial role in enlisting civilians who are likely to be successful Soldiers into the Army. There are more than 10,000 Soldier and civilian Army recruiters working out of more than 1,400 recruiting stations around the world (USAREC, 2019). The Army's active end-strength goal relies on a successful recruiting strategy and a cadre of highly effective recruiters. As such, it is critical to select and place Soldiers into the recruiter position who will be successful and help the Army meet their yearly goals. Attracting and recruiting new Soldiers to meet overall annual recruiting and specific MOS goals has become increasingly challenging. In fact, to maintain recruiting standards in a very tight labor market, the Army temporarily reduced end-strength requirements from 485,000 to 473,000 Soldiers in FY2023 (Bennett, 2022). To add to this labor market challenge, the pool of qualified, eligible applicants continues to shrink (Winkie, 2021). The

current recruiting environment highlights the need for successful NCOs in recruiting positions as the Army aims to achieve yearly recruiting goals.

Recruiters are typically the first Army personnel that civilians meet with and talk to when considering an Army career, as they are responsible for implementing and conducting Army awareness programs. In these programs and subsequent conversations, recruiters provide information regarding Army service, training, and career opportunities. If candidates meet Army requirements and join the Army, recruiters continue to prepare them until they enter Initial Entry Training (IET).

Most recruiters are temporarily assigned to their position for 36 months and must meet minimum requirements and successfully complete the Army Recruiting Course (Horgen et al., 2013; USAREC, 2020). During this time, Soldiers have opportunities to convert their MOS to a permanent recruiter (MOS 79R), if desired. The first opportunity to transition to permanent recruiter occurs during the second year of assignment and then again at the end of the three-year tour (USAREC, 2019).

USAREC aims to have 10% of their temporary duty assignment recruiters transition to 79R (Dertouzos & Garber, 2006). Therefore, it is critical to identify individuals who will be successful in both the temporary and permanent recruiter positions to help the Army remain effective in achieving both its recruiting and end-strength goals. As recruiters have a large influence on applicants and subsequently on the quality of the Soldiers entering the Army, it is vital to measure those characteristics that predict successful recruiter performance and to select Soldiers that are most likely to be successful in the recruiter role.

Drill Sergeant Assignment

With the Army looking to meet its end-strength goal every year, the requirements to train new Soldiers is a continuing demand. To help the Army reach its goals and maintain combat readiness, effective drill sergeants need to transition recruits into successful Soldiers. In recent years, the Army has instituted changes such as decreasing the ratio of drill sergeants to trainees (TRADOC Regulation 350-16, 2020) while increasing the length of training up to an additional 8 weeks for some units, such as infantry and armor (U.S. Army, 2021). Additionally, only about 30% of drill sergeants volunteer for the assignment, putting more pressure on the Army to find qualified candidates (Walter Reed Army Institute of Research, 2021).

With this heightened pressure to increase the number of drill sergeants, and the demands on drill sergeants, it is critical for the Army to select NCOs who will be successful in this position. While drill sergeants have a variety of duties, their most critical role is training Soldiers in IET through coaching, counseling, and mentoring their assigned Soldiers as they transform from civilians to combat-ready Soldiers (U.S. Army, 2020). Given these duties, drill sergeants must be extremely qualified in those same skills and have the ability to train and counsel new Soldiers. This requires drill sergeants to meet certain physical fitness standards, be proficient in drills and ceremonies, and meet basic rifle marksmanship standards. Drill sergeants are also responsible for training Soldiers in other areas, including indoctrinating Soldiers in the fundamentals of Army life, such as personal appearance and uniform wear and maintenance (TRADOC Regulation 350-6, 2019). Not only do drill sergeants teach Soldiers in these

capabilities, but they also assess their Soldiers on combat marksmanship, physical readiness, and combat skills.

NCOs with a minimum rank of Sergeant (SGT) and who meet the minimum criteria to become a drill sergeant may be temporarily assigned to or selected into a drill sergeant position (TRADOC Regulation 350-16, 2020). Drill sergeant candidates must successfully pass the Drill Sergeant (DS) Course, consisting of three phases that must be completed within 18 months. Successful DS Course candidates are then assigned to the drill sergeant position for 24 months.

Drill sergeants have the responsibility of training the future defenders of our country and maintaining combat readiness. Therefore, it is critical to select Soldiers who will be successful and effective drill sergeants. Further, identifying Soldiers that have high levels of the required characteristics needed for drill sergeant success should lead to increased job performance and retention rates (Kubisiak et al., 2005).

Instructor Assignment

As Soldiers advance in their careers, they progress through the Noncommissioned Officer Education System (NCOES). The NCOES provides leadership training at various echelons and enables Soldiers to be promoted to the rank of SGT, Staff Sergeant (SSG), Sergeant First Class (SFC), Master Sergeant (MSG), First Sergeant (1SG), and Sergeant Major (SGM). The NCOES is comprised of six leadership training courses, from BLC to Command Sergeants Major Academy. Each of these six courses requires their own set of instructors to teach Soldiers how to effectively lead.

Effective NCOES courses rely on skilled instructors, as successful instruction can lead to increased Soldier performance in the schoolhouse and at final duty assignment locations. An effective instructor is characterized as one who can adapt to individual differences in learning styles and identify appropriate teaching strategies for specific subject areas, all while creating positive outcomes for students or learners as it relates to course objectives (Keller-Glaze et al., 2016). A framework for identifying Army instructors specifically includes an individual who is collaborative with others, understands and operationalizes learning concepts, and avoids biased judgments of outside perspectives (Keller-Glaze et al., 2016). Additionally, an instructor must be able to prepare and facilitate instruction through the conventional classroom or field environment. These characteristics render an instructor who can fulfill their responsibility of ensuring learner success.

NCOs with a minimum rank of SSG or above and who meet the minimum criteria to become an instructor may be assigned to instructor duty. Soldiers that volunteer or are assigned to this special duty assignment must be stabilized for a 36-month period (Army Regulation 614-200, 2019). In addition, NCOs must successfully complete the Instructor Certification Program for their area of instruction (e.g., BLC, AIT). After completing certification, instructors may earn Army Instructor Identification Badges awarded at three levels: basic, senior, and master (TRADOC Regulation 600-21, 2018). The Army Instructor Identification Badge system is part of a development recognition program that comes with promotions, designed to further enhance and inspire personal and professional growth in this special duty assignment.

Given the number of instructor roles across NCOES courses, it is important to consider the challenges instructors face. Courses require a high operational tempo (OPTEMPO) in which instructors must maximize the efficiency of time spent educating and training Soldiers. Instructors also must be flexible and able to adapt teaching methods in rapidly changing operational environments (Keller-Glaze et al., 2016). As these courses are learner-centric, instructors are required to be facilitators, tailoring their instruction method and delivery to that of learners' characteristics (TRADOC, 2011). Given these requirements, identification and selection of Soldiers likely to be effective and adaptable instructors is critical to the Army.

Special Forces Membership

Special Forces involves the use of highly specialized strategies, equipment, and personnel to accomplish specifically directed missions in times of peace and war (Army National Guard, n.d.). Many of these missions are conducted when the use of conventional military tactics is not feasible or considered to be in the best interest of the United States. Thus, Special Forces Soldiers are trained to perform several key missions, each of which is meant to be performed effectively and efficiently in a small team operational structure. These Soldiers are often deployed to prevent and respond to terrorist activities as well as train other nations' militaries in basic combat (Go Army, n.d.b).

The crux of the Special Forces operations, unconventional warfare, involves activities conducted to enable a resistance movement to disrupt or overthrow a government by operating with guerrilla force. Direct Action missions are short duration strikes used to capture, recover, or destroy enemy material. Foreign internal defense is the act of training and equipping foreign allied military forces to defend potential threats pertaining to rebellion, terrorism, or security. Surveillance conducted in hostile or politically sensitive environments is known as special reconnaissance. Lastly, during security force assistance missions, Special Forces Soldiers are called upon to train and develop the defense capabilities of friendly or developing nations. Training for and participation in these missions is strenuous, somewhat hazardous, and often sensitive in nature. For these reasons, it is important to determine which Soldiers demonstrate potential to succeed in this unique role (Go Army, n.d.b).

NSAB Development and Validation History

In this section, we provide a description of ARI research conducted to predict success in these special duty assignments, including the forerunners to the NSAB, and the development and validation of the NSAB.

TAPAS

The NSAB is a personality assessment that is based on the Tailored Adaptive Personality Assessment System (TAPAS; Drasgow et al., 2012). At the heart of the TAPAS is a trait taxonomy comprising 23 facets of the Big Five personality factors plus nine additional dimensions that cover constructs from other well-supported personality frameworks (Self-Efficacy) as well as military-specific temperament traits (Physical Conditioning, Courage, Team-Orientation, Adventure Seeking, Situational Awareness, Commitment to Serve, and Military Self-Efficacy; Chernyshenko et al., 2010; Chernyshenko et al., 2007; Nye, Muhammad, Wolters,

et al., 2018). TAPAS utilizes a MDPP format that is designed to be resistant to faking in a way that is similar to the Army's Assessment of Individual Motivation inventory (AIM; Stark et al., 2011; White & Young, 1998; White, Young, Heggstad, et al., 2004). The MDPP format was chosen because it provides a mathematically tractable alternative for constructing and scoring adaptive tests using item response theory (IRT; Stark et al., 2005; Stark et al., 2012).

Initial predictive and construct-related validity evidence for TAPAS was collected from 2007 to 2009 in conjunction with ARI's Army Class longitudinal validation of multiple experimental noncognitive predictor measures. Newly enlisted Soldiers completed a 12-dimension, 95-item nonadaptive (or static) version of TAPAS, called TAPAS-95s. Respondents were specifically instructed to choose the statement in each pair that was "more like me" and that they must make a choice even if they found it difficult to do so. Item responses were scored using an updated version of Stark's (2002) computer program for MDPP trait estimation.

Overall, TAPAS-95s showed evidence of construct and criterion validity as well as incremental validity over the Armed Forces Qualification Test (AFQT) for predicting several performance criteria. For example, when the TAPAS composite score was added into a regression analysis in a sample of several hundred Soldiers, the multiple *R* increased by .26 for the prediction of physical fitness, by .16 for the prediction of disciplinary incidents, and by .20 for the prediction of 6-month attrition (Allen et al., 2010). None of these criteria were predicted well by AFQT alone (predictive validity estimates were consistently below .10).

In May 2009, the U.S. Army approved the initial operational test and evaluation of TAPAS for use with Army applicants at Military Entrance Processing Stations (MEPS). In collaboration with ARI, Drasgow Consulting Group (DCG) developed the three computerized forms of TAPAS to be implemented in the MEPS.¹ Research on these versions of TAPAS has shown that its scales have validity for predicting both Army-wide (Nye, Drasgow, Stark, et al., 2012) and MOS-specific criteria (Nye, Drasgow, Chernyshenko, et al., 2012). In sum, this research has shown the TAPAS to be a viable assessment tool with the potential to enhance new Soldier selection. In addition, preliminary results suggest that TAPAS scales may be useful for MOS qualification (Nye, Drasgow, Chernyshenko, et al., 2012) and may have promise for NCO special duty assignment. However, once TAPAS was implemented at MEPS, it became necessary to develop an in-service assessment, leading to the NSAB.

NSAB Development

ARI conducted a series of research activities from 2000 to 2005 to develop and validate a measure to select Soldiers with high potential for success in a special duty assignment, with a focus on recruiting duty. To begin, ARI conducted an extensive review of the literature on military recruitment to identify individual differences and other factors likely to contribute to high levels of recruiting performance (Borman et al., 2000). Next, ARI developed a paper-and-pencil test battery that assessed several non-cognitive characteristics and conducted preliminary research to evaluate the empirical validity of the test battery. Based on the results of concurrent validation research, ARI developed the Noncommissioned Officer Leadership Skills Inventory

¹ After creating the initial three versions of TAPAS, DCG developed an additional eight versions that have also been used operationally at MEPS (C. Nye, personal communication, August 10, 2020).

(NLSI), a paper-and-pencil battery developed specifically for in-service testing and administered in a proctored environment (Borman et al., 2004; White, Borman, & Bowles, 2001).

The NLSI is a two-part instrument that measures skills and abilities such as Work Orientation, Interpersonal Skills, and Leadership Capability. Part I is a 125-item self-report questionnaire that measures prior behaviors and reactions to specific life events that are indicative of areas such as Leadership, Interpersonal Skills, and Integrity. Part II is a 34-item self-descriptive inventory assessing personality-like traits relevant to military performance including Work Motivation, Agreeableness, Dependability, and Dominance. Predictive validation research conducted with thousands of Army recruiters demonstrated that the NLSI was related to recruiter training attrition, performance, and production rates (Horgen et al., 2006; White et al., 2002; White, Young, Penney, et al., 2004). Additional research was conducted to improve the NLSI prediction model using a statistical learning and data mining method. A revised prediction algorithm was created to select Soldiers for assignment to recruiting duty (Halstead, 2009). The combination of TAPAS's implementation at MEPS and the NLSI project completion it became necessary to develop an assessment specifically for NCOS.

In 2008, the Deputy Chief of Staff, G-3, and G-1 collectively implemented a computerized version of the NLSI, later named the Warrior Attributes Inventory (WAI), to select Soldiers for assignment to the Army Recruiting Course. Due to content overlap with other operational tests, the WAI could not be administered in an unproctored environment. Eventually, the WAI was successfully deployed at proctored Digital Training Facilities (DTFs) worldwide for operational testing. However, the volume of Soldiers testing at the DTFs was insufficient to support full implementation of a recruiter screening program. To streamline and improve the program, ARI created a valid measure for unproctored, online administration. The promising validation research of personality assessments, led to the development of the NSAB.

Like TAPAS, the NSAB was specifically designed to address the limitations of traditional personality assessments. For example, a major concern with traditional personality assessments is applicant faking in high-stakes settings. Past research has shown that test takers can easily identify the correct or socially desirable responses on single statement personality measures and increase or decrease their scores when sufficiently motivated (Mueller-Hanson et al., 2003; White, Young, & Rumsey, 2001). As a result, faking is a potential threat to the validity of personality measures and may affect their utility in operational selection settings (White et al., 2008).

To address issues with faking on personality assessments, the NSAB takes advantage of modern psychometric methods and computing technology to offer a new generation of personality measures that (a) are fake-resistant, (b) utilize computer adaptive technology to measure across a broad range of trait continua, and (c) are easily customized to meet the in-service assessment needs of diverse assignments in the military. To mitigate the effects of faking, the NSAB uses a MDPP format that is designed to be resistant to faking by asking test-takers to choose one statement from a pair of statements that best describes them. For each item, the two statements in the pair are matched on both their social desirability and extremity on the dimensions assessed. The purpose of matching statements in this way is to make identifying and selecting the most socially desirable responses more difficult for test-takers. Meta-analytic research has demonstrated the utility of this administration method for reducing the effects of

faking (Cao & Drasgow, 2019) and research on the operational use of the TAPAS has found no evidence of score inflation, even when compared to other respondents taking the test for “research purposes only” (Drasgow et al., 2012). Due to the utilization of this measurement approach, the NSAB is expected to demonstrate validity even in high-stakes settings where applicants may be motivated to respond in the most favorable light.

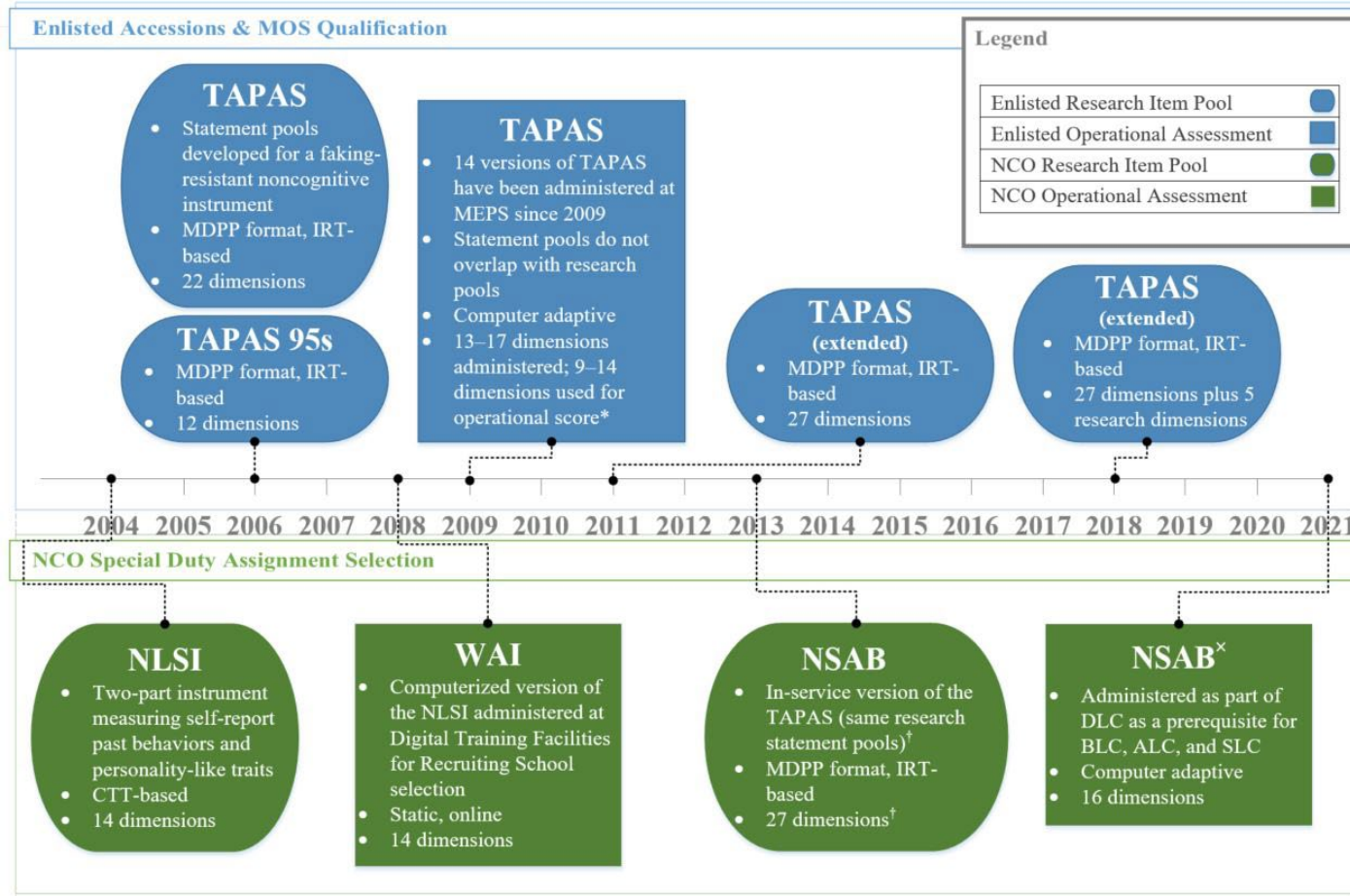
In 2013, ARI began conducting research to examine the validity of the NSAB for predicting recruiting duty success. Figure 1 depicts the development timeline of both research and operational versions of TAPAS, other precursors to the NSAB used for NCO special duty assignment selection (i.e., NLSI, WAI), and the NSAB itself.

Since developing and validating the NSAB for recruiters in 2013, ARI has continued to gather NSAB validity evidence for predicting performance in other special duty assignments, including drill sergeants, instructors, and Special Forces. Research on the NSAB to date has relied on TAPAS research statement pools, meaning all 32 TAPAS dimensions are available for use in NSAB research. However, new NSAB statement pools are needed to maintain operational test security. Hence, developing a new, restricted version of the NSAB was an essential component of the current effort.

Given the importance of NCO special duty assignments, particularly recruiters, instructors, and drill sergeants, and the Army’s need to maintain combat readiness, the Army needs effective measures to identify and assign Soldiers likely to be successful in these roles. Accordingly, past and current NSAB research shares a similar goal with the NSAB’s precursors: to produce a valid, reliable, and fake-resistant assessment to predict leadership potential and success in NCO special assignments in order to inform selection decisions.

Figure 1

Timeline of NSAB Development



Note. * As of 2018, there are three combinations of 20 TAPAS dimensions administered at MEPS; each Soldier is given one version consisting of 17 dimensions. The 14 dimensions that are used to compute TAPAS scores are administered across all three versions.

[†] The NSAB assessment administered in research projects has consisted of combinations of 16 or 18 dimensions. However, the NSAB research pool content is the same as the 2006 TAPAS research pool, meaning that as of 2018 all 27 dimensions of the TAPAS are available for use for the NSAB research statement pool.

^x The development of the restricted version of the NSAB is described in this report.

NSAB Validity for Special Duty Assignments

Across studies, the NSAB has been shown to be a valid measure for predicting a variety of outcomes. The NSAB is quite effective at predicting overall performance, with multiple R 's ranging from .46 for drill sergeants (Nye et al., 2020) to .57 for recruiters (Nye, Muhammad, Graves, et al., 2018). The NSAB has also been shown to predict attitudes (e.g., commitment, fit, satisfaction, resilience), organizational citizenship behaviors, supervisor and peer ratings, and physical fitness test scores.

In the next section, we discuss each of the special duty assignments that have been studied in NSAB research. In addition to examining the general validity evidence, we describe specific NSAB dimensions that predict success in each assignment. We also describe research conducted in similar civilian jobs to illustrate personality dimensions that have been predictive of performance.

Recruiters

Horgen et al. (2013) administered the NSAB to experienced recruiter and NCO samples to examine the relationships between the NSAB, performance, and job attitudes. The recruiter NSAB consisted of 126 items measuring 18 personality facets.² For the experienced recruiter sample, Soldiers with 16-35 months of recruiting experience completed the NSAB and various criterion measures. Results show that the NSAB predicted performance and attitudinal outcomes, including recruiter commitment, recruiting fit, recruiting stress, and satisfaction with recruiting, with adjusted multiple R 's ranging from .30 to .49. Of the 18 NSAB dimensions, 10 dimensions emerged as significant predictors of the majority of criteria assessed. In particular, Achievement, Optimism, and Sociability were the strongest predictors for many criteria, with Optimism having the strongest validity coefficient of .40 with recruiting fit. This is also reflected in regression analyses in which Optimism ($\beta = .24$) and Tolerance ($\beta = .12$) were the most consistent predictors. The NSAB scales most predictive of the criterion composite resulted in an adjusted multiple R of .48. These results were also supported by a separate sample of NCOs in the Army Recruiting Course.

As the Horgen et al. (2013) study utilized a small sample of recruiters, Nye, Muhammad, Graves et al. (2018) conducted another study to provide additional NSAB validity evidence to warrant the use of NSAB in operational in-service testing. Researchers obtained data from 4,796 recruiters, along with peer and supervisor performance ratings. Results showed that the NSAB dimensions strongly predicted performance and both attitudinal and motivational outcomes, with adjusted multiple R 's ranging from .19 to .55. Specifically, NSAB dimensions had the strongest relationship with the overall performance composite (adjusted multiple R of .55), followed by resilience, leadership motivation, Army commitment, and satisfaction. Similar to the results reported in Horgen et al. (2013), Achievement was significantly related to all criteria assessed.

²The version of the NSAB used in the recruiter research consisted of 18 facets: Achievement, Adjustment, Attention Seeking, Consideration, Cooperation, Dominance, Even Tempered, Ingenuity, Intellectual Efficiency, Non-Delinquency, Optimism, Order, Physical Conditioning, Responsibility, Self-Control, Selflessness, Sociability, and Tolerance.

Order and Sociability dimensions were also consistently significant predictors of many criteria measured.

Additionally, Nye, Muhammad, Graves, et al. (2018) examined the incremental validity of the NSAB over and above the ASVAB General Technical (GT) scores. Using hierarchical regression, the NSAB dimensions substantially increased the validity for many of the criteria over and above the ASVAB GT scores, increasing the adjusted multiple R by at least .20. For resilience and overall performance criteria, NSAB dimensions increased the adjusted multiple R by more than .40 after accounting for the predictive validity of the ASVAB GT scores. The results of this study support the use of the NSAB for predicting recruiter performance.

Research conducted by Dertouzos and Garber (2006) lends support to the role non-cognitive characteristics play in recruiter performance. Dertouzos and Garber (2006) examined recruiter selection and production, or the number of individuals recruited. While technical skills were found to be predictive of job success in some instances, researchers noted that unmeasured attributes such as motivation, energy, and time management skills were important attributes for recruiter performance.

Further, non-empirical research highlights the role of personality in successful recruiter performance. In an ARI research note, researchers developed a Recruitment Productivity Model, showing important factors that contribute to recruiter success (Borman et al., 2000). In this model, recruiter production is partially a function of recruiter performance, which in turn is a function of personal characteristics, along with training and development and technical and organizational support. Support for this model was based on previous research findings in which Selling, Human Relations, and Organizing Skills contributed to successful recruiter performance (Borman et al., 1987). Specifically, personality characteristics such as Dominance, Achievement Orientation, “Warm and Outgoing” traits, and Confidence and Self-Assuredness have been found to correlate with military recruiter performance.

Drill Sergeants

Research has also shown that the NSAB has potential for identifying successful drill sergeants. Nye et al. (2020) administered the NSAB to drill sergeants in a three-phase longitudinal study, collecting NSAB responses from trainees during the first two weeks of the DS Course, and collecting training and on-the-job outcomes during the last two weeks of the academy and 16-24 months afterward. Results indicated that the NSAB predicted performance, attitudinal outcomes, and contextual performance during the last two weeks of the DS Course and 16-24 months after DS Course completion. The NSAB also showed incremental validity when combined with ASVAB GT scores. Self-Efficacy consistently predicted important outcomes among drill sergeants finishing the DS Course, and Optimism and Virtue demonstrated consistent relationships with outcomes for drill sergeants on the trail. The overall NSAB composite predicted overall performance for drill sergeants in both phases (multiple $R = .46$ for DS Course, multiple $R = .46$ for on the trail).

Additional Army research supports the role of personality in predicting drill sergeant success. In 2018, Muhammad et al. conducted a job analysis to identify knowledge, skills, abilities, and other characteristics (KSAOs) that describe successful drill sergeants. They

evaluated a review of occupational information, interviews and focus groups with drill sergeants, and surveys of current and former drill sergeants. A total of 28 “other characteristics” were relevant to drill sergeant performance, most of which are personality dimensions. All 28 dimensions received a mean importance rating of 3.39 or higher (on a scale where 1 = Unimportant, 3 = Important, and 5 = Extremely Important). Of the “other characteristics” Dependability was rated as most important dimension ($d = .87$). The following dimensions also received above average importance ratings (listed in order of decreasing importance): Adaptability, Integrity, Situational Awareness, Initiative, Self-Control, Self-Confidence, Fitness Motivation, and Team Orientation. Many of these “other characteristics” are similar to those measured by the NSAB.

Instructors

On par with the results for drill sergeants, instructor NSAB validation studies have also shown promising results. Horgen et al. (in press) collected NSAB and criterion data concurrently from Noncommissioned Officer Academy (NCOA) instructors and their supervisors at TRADOC. The sample size was much smaller than for the studies of recruiters and drill sergeants, with only 305 cases with valid NSAB scores (and sample sizes for analyses ranging from 187 to 276). Nonetheless, certain NSAB facets demonstrated consistent, significant relationships with the outcome measures. Optimism significantly predicted six of the nine criteria, including overall will-do performance. Dominance, Intellectual Efficiency, and Sociability were also consistent predictors of instructor success. Interestingly, higher levels of Intellectual Efficiency predicted *lower* levels of all outcome variables for which prediction was significant. As in the other validation studies, the NSAB composite performed better as a predictor of success than any individual facet alone (multiple $R = .48$ for overall performance).

Prior Army research on instructors has provided a foundation that supports the use of personality for selecting instructors. Keller-Glaze et al. (2016) advocated for structured interviews and written assessments of personality to be used to identify instructors who are likely to succeed in the role. Through a review of literature across the military, academia, and industry, as well as a workshop with subject matter experts (SMEs), the authors developed a framework of work behaviors and KSAOs required for successful instructor performance. Among the nine other characteristics that were identified, three are clearly personality constructs: “openness to experience or a high degree of intellectual curiosity, creativity, and preference for novelty and variety”; “low need for control and tolerance for ambiguity”; and “persistent and passionate toward achieving long-term goals” (p. 8). These are similar to NSAB facets or groups of facets in some cases; for example, “persistent and passionate toward achieving long-term goals” matches the NSAB definition for Persistence and “openness to experience or a high degree of intellectual curiosity, creativity, and preference for novelty and variety” is similar to the Openness factor and the facets Curiosity and Ingenuity.

Special Forces

The final in-service group to which the TAPAS/NSAB framework has been applied is Special Forces candidates. Nye et al. (2014) collected TAPAS data from 1,216 Soldiers who attended an Army Special Operations Forces (ARSOF) assessment and selection course. Researchers investigated whether Soldiers’ personalities predicted whether they were selected

for ARSOF training after completing the ARSOF assessment and selection course. They found that personality was a predictor of success in the course. Specifically, out of the TAPAS dimension scales, Optimism ($\beta = .52$), Responsibility ($\beta = .34$), Physical Conditioning ($\beta = .26$), Team Orientation ($\beta = -.23$), and Adventure Seeking ($\beta = .17$) were significant predictors of selection into ARSOF training.

Beyond just Army Special Forces, the TAPAS framework has been used with Special Forces in other military branches. In one study, Rose et al. (2013) included TAPAS in a classification model for Air Force Special Operations and Combat Support specialties and found that it provided incremental validity over ASVAB and a physical ability test. Similarly, another study looking at predictors of Air Force Pararescue training success found the Big Five personality scales provided incremental validity over ASVAB in a sample of 1,140 training candidates (Chappelle et al., 2018). The researchers noted, “higher levels of Modesty, Achievement-Striving, Gregariousness, and Assertiveness were identified as some of the most impactful predictors” (Chappelle et al., 2018, p. 24).

Additionally, Lytell et al. (2018) identified six KSAOs needed for Air Force Special Operations training: Physical Fitness, Persistence, Teamwork, Stress Tolerance, Critical Thinking, and Water Confidence. Researchers noted that other than the physical fitness test, none of the existing screening measures *directly* measured the six KSAOs. However, Lytell and researchers mentioned all the KSAOs except for water confidence can be covered at least indirectly by existing TAPAS/NSAB dimensions. In fact, researchers said of the existing screening measures, *only* the TAPAS can measure three of the six KSAOs (Persistence, Teamwork, and Stress Tolerance; Critical Thinking is indirectly measured by the ASVAB). Despite several impactful data limitations, the following TAPAS dimensions that had significant (positive) effect sizes in the overall sample closely matched the dimensions that have consistently been related to NCO success in other studies: Achievement, Dominance, Intellectual Efficiency, Optimism, and Physical Conditioning.

Personality Predictor Validity for Civilian Roles

While considerable research has been conducted on the validity of the NSAB and other personality measures for Army special duty assignments, we will also consider validity research conducted on civilian roles similar to these special duty assignments for further evidence of the relationship between personality and performance in these roles. Research results for civilian roles similar to Army recruiters, drill sergeants, and instructors are presented below. Civilian counterparts for Special Forces were not identified given the unique and specialized job requirements for this career field.

Recruiter-related roles

Army recruiter roles can be considered similar to civilian roles such as salesperson and recruiter roles. Similar to Army recruiters, civilian recruiters and salespeople are tasked with promoting products or services, explaining benefits of those products or services, and building and maintaining interpersonal relationships. These tasks are comparable to tasks Army recruiters perform (e.g., providing information regarding Army service, training, and career opportunities). Additional similarities among civilian recruiters and salespeople and Army recruiters include

greeting individuals and ascertaining their needs; making recommendations based on what the individual is looking for; serving as a resource for any questions; and maintaining knowledge of policies and procedures. Civilian recruiters and salespeople also experience a high degree of autonomy along with a high degree of rejection (Vinchur et al., 1998), similar to Army recruiters' experiences.

Early studies examining the role of personality in salespeople's performance often grouped personality dimensions together (Ghiselli & Barthol, 1953; Hough, 1992). In early meta-analyses, the strength of the relationship between personality and performance ranged from an average $r = .15$ (Schmitt et al., 1984) to $r = .36$ (Ghiselli & Barthol, 1953). Over time, meta-analyses analyzed the role of individual personality dimensions in performance. Early findings by Barrick and Mount (1991) indicate corrected relationships with sales performance and Conscientiousness ($r = .23$) and Extraversion ($r = .15$).

In another meta-analysis, Vinchur et al. (1998) further refined validation evidence by categorizing sales criteria measures as objective or subjective, along with several Big Five personality subdimensions. For both criteria, Conscientiousness ($r = .21$ for sales ratings; $r = .31$ for sales) and Extraversion ($r = .18$ for sales ratings; $r = .22$ for sales) were the strongest predictors. Achievement, a subdimension of Conscientiousness, was also a valid predictor ($r = .25$ for sales ratings; $r = .41$ for sales), as was Potency, a subdimension of Extraversion ($r = .28$ for sales ratings; $r = .26$ for sales). Similarly, Barrick et al. (2002) found that Extraversion and Conscientiousness correlated .21 and .26 with sales ratings, respectively. Barrick et al. (2002) also found that two measures of Motivational Orientation predicted performance — Status Striving, defined as actions focused on gaining power and dominance within a status hierarchy, and Accomplishment Striving, defined as one's intention to accomplish tasks ($r = .36$ and .21, respectively). Additionally, Status and Accomplishment Striving mediated the relationships between both Conscientiousness and Extraversion and supervisory performance ratings. However, when examining predictors of objective sales performance, Conscientiousness ($\beta = .27$), Agreeableness ($\beta = -.25$), and Openness ($\beta = .25$) were the strongest predictors (Barrick et al., 2002). The relationship between Accomplishment Striving and performance is similar to Army recruiter research findings regarding Achievement and recruiter performance (Horgen et al., 2013).

Drill Sergeant- and Instructor-related roles

Army drill sergeant and instructor roles share common requirements with civilian academic instructors. Drill sergeant assignments may be considered similar to civilians in roles such as secondary and postsecondary teaching. Like teachers, drill sergeants are responsible for leading individuals through learning exercises, and they must provide counseling, structure, and discipline to their students. Drill sergeants' most important tasks include ensuring the health and welfare of Soldiers, leading training, and planning and preparing for training (Muhammad et al., 2018). Several of these tasks align with the most important tasks of teachers as well: observing and evaluating students' performance, behavior, social development, and physical health; instructing through lectures, discussions, and demonstration; and preparing materials and classrooms for class activities (National Center for O*NET Development [O*NET], 2021).

Similarly, there is precedent for comparing Army instructors to secondary school teachers and instructors in industry (Keller-Glaze et al., 2016). Comparing the Keller-Glaze et al. (2016) Army instructor job analysis to the O*NET report for secondary teachers provides additional evidence of parallels. Army Instructor work behaviors, including “monitor/observe students to ensure learning is taking place,” “evaluate student performance to determine if they are progressing,” and “plan/prepare lessons and activities”, are very similar to secondary teacher tasks — “instruct through lectures, discussions, and demonstrations,” “observe and evaluate students’ performance,” and “prepare materials and classrooms for class activities” (Keller-Glaze et al., 2016, p. 6; O*NET, 2021).

Given the similarities among both instructors and drill sergeants and civilian teachers, we would expect personality dimensions that predict success for teachers would also predict success in both special duty assignments. While research has shown that personality can be a predictor of teacher effectiveness, the results are sometimes mixed.

Kim (2018) examined math and English secondary school teachers’ personality, alongside important outcomes such as student achievement and student well-being. Although researchers hypothesized that Teacher Personality, operationalized as the Big Five, would predict academic achievement, they did not find evidence to support that hypothesis. However, they found that Teacher Personality significantly predicted students’ performance self-efficacy as well as students’ self-reported perceptions of academic and personal support from their teacher. This finding suggests the importance of identifying the personality characteristics that are necessary for teachers, and instructors and drill sergeants alike, to facilitate an environment for students, or Soldiers, where they experience the degree of self-efficacy required to succeed.

In another study at the university level, Kim and MacCann (2018) considered student evaluations as a possible outcome of instructor personality. As expected, Kim and MacCann found that Student-Reported Instructor Personality was related to student evaluations. However, researchers also found that Instructor Self-Reports of Personality did not predict success on any outcome (Kim & MacCann, 2018). Results from this study should be interpreted with caution due to same-source bias, as the authors themselves noted.

To reconcile these mixed results, we consider results from meta-analytic studies. In an analysis of teachers at various grade levels, Klassen and Tze (2014) investigated the relationships between Teacher Personality and effectiveness (evaluations and student achievement metrics). Researchers considered Self-Efficacy as a separate psychological construct from personality, arguing that it is more responsive to situational effects. Their analysis captured 43 studies, though the personality frameworks used in these studies were varied, with some using the Big Five model and others applying different models. Overall results showed a significant effect between combined Psychological Characteristics and teaching effectiveness ($\bar{r} = .10$). The effects for Self-Efficacy and Personality on combined teaching effectiveness were $\bar{r} = .12$ and $\bar{r} = .08$, respectively. In defense of these small effects, the authors point out, “Because teacher Motivation (and Personality) variables may be uncorrelated with other predictor variables (grade point average [GPA], certification test scores, cognitive ability, etc.), and may offer a multiplicative influence on student outcomes, even modest effect sizes may make an important contribution to the prediction of teaching performance” (p. 72). Unfortunately, due to the mixed frameworks, conclusions from the meta-analysis regarding specific personality dimensions’

contributions to the prediction of teacher performance are limited. Despite this limitation, these results indicate that personality as a whole is an important factor to be considered in predicting outcomes such as performance in the civilian teacher realm.

In sum, research investigating the relationship between personality and performance in the context of civilian counterparts to Army recruiters, drill sergeants, and instructors provides evidence of the importance of personality assessment. Results from sales research are consistent with NSAB validation research, especially regarding Achievement and Sociability/Extraversion as strong predictors of performance outcomes (Borman et al., 1987, Horgen et al., 2013; Nye, Muhammad, Graves, et al., 2018). ARI research on the validity of personality as a predictor of performance for instructor and drill sergeants is clearly ahead of civilian research in comparable positions. However, similar results were found for the importance of Self-Efficacy in both civilian and drill sergeant NSAB research (Kim et al., 2018; Klassen and Tze, 2014; Nye et al., 2020).

Validity Summary

Across military and civilian contexts, research shows that personality plays an important role in predicting success for NCO special duty assignments and for some of their civilian counterparts. Further, research across the two domains demonstrates that personality dimensions predict performance for each special duty assignment/civilian role. For example, Achievement, Agreeableness, Order/Conscientiousness, Optimism/Emotional Stability, and Sociability/Extraversion are important traits for recruiters and/or their civilian counterparts. For drill sergeants and/or their civilian instructor counterparts, dimensions including Self-Efficacy, Optimism, and Virtue are significant predictors of success. Important predictor dimensions for Army instructors include Optimism, Dominance, and Sociability. Finally, for Special Forces, Optimism, Responsibility, Team Orientation, and Adventure Seeking are highly important predictors.

Subgroup Differences

Beyond validity, another primary consideration is whether the assessment disadvantages certain groups of individuals. To investigate this, we reviewed studies that reported subgroup differences in scores on either the NSAB or TAPAS. For the NSAB, Nye, Muhammad, Graves, et al. (2018) analyzed and reported only small subgroup differences for recruiter personality. Subgroup differences tended to be small (mostly less than .20 in absolute value). Notable exceptions included males scoring higher in Machiavellianism ($d = .39$) and females scoring higher in Selflessness ($d = -.45$). Black participants also scored higher in Selflessness compared to White participants ($d = -.35$). There were no moderate or large differences between Hispanic and White participants on the NSAB.

Because TAPAS relies on the same personality framework and pool of dimensions as the NSAB, we also reviewed TAPAS subgroup differences among enlisted Soldiers. Drasgow et al. (2012) analyzed subgroup differences in the first field testing of TAPAS and found evidence that it reduces adverse impact when used in conjunction with AFQT scores. They summarize, “subgroup comparisons for TAPAS facets revealed little if any impact against members of

protected groups. In fact, minorities and women earned higher TAPAS scores than members of comparison groups on several scales” (p. 68).

In a capstone report capturing data from 1,048,245 participants from the initial implementation of TAPAS in 2009 to 2018, Knapp and Kirkendall (2020) reported predominantly small subgroup differences, much like the subgroup differences on the NSAB. Though most gender differences were less than .20, the largest differences were found for Selflessness ($d = .48$; females scored higher) and Physical Conditioning ($d = -.34$; males scored higher). Race and ethnicity differences were also mostly below .20, although Asian–White differences tended to be greater (mostly favoring White participants) than other group differences. Courage ($d = -.51$), Responsibility ($d = -.41$), and Tolerance ($d = .34$) stand out as the dimensions with the greatest Asian–White differences in absolute value. There were small-to-moderate differences on these same dimensions between White and Black participants and between White and Hispanic participants. Adventure Seeking was the dimension with the largest absolute-value difference among the score comparisons by race, with White participants scoring higher than Black participants ($d = -.67$). There were moderate differences on this scale between White and Hispanic participants ($d = -.21$) and between White and Asian participants ($d = -.33$) as well.

All previous validity evidence for the TAPAS and NSAB is built upon the criterion measures used to establish the measures as successful predictors of NCO special duty assignment. Thus, appropriate selection of criterion measures is necessary to validate and utilize the new, restricted version of the NSAB to predict the success of NCOs in future assignment performance.

Development of the Restricted Version of the NSAB

As described in the previous sections, the NSAB was developed and validated for several special duty assignments and is administered to current and future NCOs at the earliest levels of the NCOES (DLC1). However, new NSAB statement pools are needed to develop a restricted version of the NSAB that can be used operationally to maintain operational test security. The following section describes the development of the new, restricted version of the NSAB, followed by the criteria development process for evaluating the validity of this new version with a sample of Soldiers attending BLC.

Method

Developing New Restricted NSAB Statement Pools

First, we developed new statement pools for the 16 NSAB facets that are assessed in the NSAB (see Table 1). Because the NSAB is administered in an adaptive format, it is necessary to have a sufficient number of statements reflecting high, intermediate, and low levels of the latent trait being evaluated. To develop these statements, we followed the process recommended by Drasgow et al. (2012) and by Cao et al. (2015). Specifically, the definitions of each facet and the statement pools used for previous versions of the NSAB were first used to guide the development of new statement pools. Next, subject matter experts (SMEs) with Ph.D.s in Industrial and Organizational Psychology wrote 70-80 initial statements assessing behaviors,

cognition, and affect for each new facet. These statements were written to span the respective trait continua, varying in extremity from low to high. Resulting statements were then reviewed for grammar, sensitivity, readability, and content coverage. Overly long or repetitive statements were either edited or discarded. Ultimately, 53 statements per new trait were retained for pre-testing.

Table 1

NSAB Facets

Achievement	Physical Conditioning
Dominance	Persistence
Even Tempered	Responsibility
Humility	Self-Efficacy
Intellectual Efficiency	Selflessness
Non-Delinquency	Sociability
Optimism	Tolerance
Order	Virtue

Estimating IRT and Social Desirability Parameters

To estimate the IRT and social desirability parameters needed for construction of the Restricted NSAB pairwise preference items, the newly created statements were administered to large samples of Soldiers in the Active Army, Army National Guard, and Army Reserve components. Pretesting began in May of 2019 and ended in June of 2021. Over 6,648 Soldiers participated in these data collections. Approximately 77% of this sample was male and 23% was female. In addition, approximately 48% of participants identified as White, 23% as Black, 19% as Hispanic, and 4% as Asian. Nearly half of the sample received at least some college credit, with approximately 13% of individuals indicating that they had received an associate, bachelor, or postgraduate degree. Finally, more than 100 MOS were represented in the sample with the largest proportions of individuals coming from MOS 11B, 11X, 12B, 31B, 88M, and 91B.

For the pretest sessions, multiple survey forms were developed to efficiently collect the data required for estimating the IRT and social desirability parameters for each statement. Across all forms, a common subset of statements was included so that parameter estimates could be placed on a common metric. In addition, different instructions were provided across forms. On some forms, participants were asked to respond honestly to all statements whereas on other forms they were asked to “fake good” and to respond in a way that would make them look like good candidates for the Army. For both sets of instructions, data were collected using a four-point response format, where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly Agree. Each form also contained up to 4 statements designed to flag unmotivated individuals by asking respondents to select a particular option (e.g., Strongly Agree) for that statement.

After the pretest data collections had concluded, the data were then processed and cleaned to remove unmotivated examinees with incomplete surveys or those who provided invalid responses to at least one of the response check statements. The final sample consisted of

5,043 useable cases. Using this reduced sample, we then conducted IRT analyses. Because the goal was to incorporate these new scales into the NSAB framework, we fit the data with the Generalized Graded Unfolding Model (GGUM; Roberts et al., 2000). This same model is used for the NSAB items and past research has indicated that this model is appropriate for personality items (Chernyshenko et al., 2001; Drasgow et al., 2010). Therefore, we expected this model to fit the data for the new statement pools as well.

Data from the honest conditions were dichotomized using the Agrees and Disagrees and were analyzed separately for each new trait using the GGUM2004 software (Roberts et al., 2006). This software is widely used for estimating GGUM parameters in the empirical literature and has been used successfully on TAPAS data. Three GGUM parameters were estimated for each statement: discrimination (α), location (δ), and threshold (τ). After estimating the parameters, we then tested the fit of the GGUM to the data using the ModFit computer program (Stark, 2001). GGUM parameters across different forms were linked via the mean-sigma linking method. The polytomous data from the faking conditions were then used to estimate the social desirability of each statement by averaging responses over examinees.

Results

IRT and Social Desirability Parameters

In total, 848 statements from the 16 new TAPAS dimensions were pretested. Several statements had to be dropped during parameter estimation to facilitate GGUM2004 program convergence. In addition, statements with GGUM discrimination parameters below .40 were eliminated because they would have been very unlikely candidates for inclusion in the multidimensional pairwise preference (MDPP) format used in the Restricted NSAB. Model-data fit was also examined to identify problematic statements.

Table 2 shows the breakdown of statements for each of the 16 new Restricted NSAB statement pools. Specifically, for each facet, we show the number of pretested statements, the number of statements that were excluded, and the final number of statements after problematic statements were dropped. In total, this effort produced 732 usable statements.

Table 2

Numbers of Statements Representing Each of the 16 Restricted NSAB Facets

Facet	Number of Statements Pretested	Number of Statements Excluded	Final Number of Statements
Achievement	53	7	46
Dominance	53	7	46
Even Tempered	53	4	49
Humility	53	13	40
Intellectual Efficiency	53	4	49
Non-Delinquency	53	15	38

Optimism	53	6	47
Order	53	3	50
Persistence	53	9	44
Physical Conditioning	53	8	45
Responsibility	53	5	48
Self-Efficacy	53	6	47
Selflessness	53	9	44
Sociability	53	6	47
Tolerance	53	8	45
Virtue	53	6	47

Summary

After item statement pool development, parameter estimation, and statement pool testing, we developed the new version of the NSAB, hereafter referred to as the Restricted NSAB. We plan to conduct a criterion-related validation study with BLC learners to examine the relationship between the Restricted NSAB and attitudes and performance in BLC. In the following section, we describe our next step in preparing for the validation study, BLC criterion measure development.

Criterion Measures

Army Soldiers attend BLC, the first leadership training courses in the NCOES. Specifically, Army Specialists and Corporals are required to attend BLC as preparation for their duties and responsibilities as an NCO. Given this project is seeking to validate the Restricted NSAB that will be taken by Soldiers at DLC1-3, BLC attendees are an appropriate sample to use for the validation as they represent a sample of Soldiers who just completed DLC.

While attending BLC, Soldiers learn the fundamental skills needed to lead small groups of Soldiers (HRC, 2018). Students, also referred to as learners, are taught in a collaborative, small group setting of up to 20 Soldiers per group and instruction consists of 169 academic hours over the course of four weeks (NCOA, 2018). To validate the Restricted NSAB using BLCs, we needed to research and identify BLC-specific criteria that comprehensively covered the learner attitude and performance criterion domain.

We began investigating criterion measures by reviewing articles describing previous NSAB validation studies, then expanded our search to performance criteria from other research projects involving NCOs. The criterion measures identified by the project team include several types of criteria/measures of interest: attitudes (i.e., Army fit, commitment), performance ratings (e.g., self, peer, supervisor), physical fitness, disciplinary incidents, and existing administrative data (e.g., academic grades, instructor evaluations, instructor awards). Existing measures of physical fitness (Army Physical Fitness Test [APFT] and Army Combat Fitness Test [ACFT]) and disciplinary incidents have been developed and well-researched by ARI. However, measures of some attitudes and BLC-specific performance were not readily available in previous ARI studies. Thus, the project team researched BLC-specific performance requirements and

developed four instruments for use as criterion measures — a self-report attitudinal measure, a demographic and background questionnaire, and two sets of performance rating scales.

The following paragraphs will describe in detail the development of our draft criterion measures, as well as the feedback received during focus group discussions with SMEs pertaining to existing BLC administrative data and our draft criterion measures of learner performance.

Draft BLC Criterion Measures

NCO Life Questionnaire

Different versions of a self-report attitudinal measure have been developed for NCO special assignments and for the Army in general — they are the Instructor Life Questionnaire (ILQ; Horgen et al., in press), Recruiter Life Questionnaire (RLQ; Horgen et al., 2013; Nye, Muhammad, Graves, et al., 2018), Drill Sergeant Life Questionnaire (DSLQ; Nye et al., 2020), and Army Life Questionnaire (ALQ; Horgen et al., 2013). Constructs assessed in all versions of the self-report attitudinal measure include Army career intentions, assignment/MOS fit, and assignment satisfaction. Constructs assessed in some versions include Army commitment, leadership, resilience, organizational citizenship behavior, personal & professional development, and self-rated performance. Alpha reliabilities for scales including the different versions of the Life Questionnaire have been acceptable at a minimum (e.g., greater than or equal to .66 in Nye et al., 2020; greater than or equal to .82 in Horgen et al., in press).

As the ILQ, RLQ, and DSLQ all pertain to NCOs that have volunteered for or assigned to special duty assignments, another self-report attitudinal measure was needed for the current research effort that could be completed with a broader BLC learner sample. As the ALQ was developed for Soldiers in Initial Military Training (IMT), the wording and content was not necessarily appropriate for learners in BLC. Using these instruments as starting points, the project team modified items for use in a BLC learner-specific environment. We created a crosswalk for the ALQ items and the draft NCO Life Questionnaire (NCOLQ) items to determine which items needed to be modified and if additional measures were needed. Several construct areas of the NCOLQ were modified based on the ALQ scales, including affective commitment, organizational citizenship behaviors, and leadership behaviors. We also included a single-item self-assessment of BLC performance in the NCOLQ.

Learner Demographic and Background Questionnaire

A Learner Demographic and Background Questionnaire was also developed to include background and experience items such as component, unit leadership experience prior to BLC, and BLC leadership experience. Additional criteria including the ASVAB GT score and several disciplinary actions (e.g., Article 15s) were incorporated into the demographic and background questionnaire.

Peer and Facilitator Rating Forms

In previous NSAB validation research, performance rating scales have typically been developed with SME input and information from job observations (Kubisiak et al., 2005) and job documentation, such as handbooks and evaluation rubrics (Nye et al., 2020) or by modifying

existing rating scales (Horgen et al., 2013; Kubisiak et al., 2005). In preparation for the development of the BLC rating scales, the project team reviewed BLC administrative documents such as the Individual Student Assessment Plan (ISAP), Course Management Plan (CMP), Student Guide, and various course rubrics (DA 1059 and 1009A). The project team leveraged the well-designed, highly specific BLC administrative documents to create a comprehensive assessment of learners' effectiveness.

Additionally, we were also interested in capturing broader aspects of NCO skills that could be used to distinguish between highly effective and less effective BLC learners. Each of the previous NSAB validation efforts included performance rating scales designed to capture the attributes necessary for effective day-to-day performance within a given duty assignment (Horgen et al., 2013; Horgen et al., in press; Nye, Muhammad, Graves, et al., 2018; Nye et al., 2020). Researchers employing performance ratings as criterion measures have taken different approaches regarding rating source. All the previous NSAB validation projects have involved ratings from both peers and supervisors, although other projects (e.g., Knapp et al., 2004) have relied only on supervisor ratings. Given the highly collaborative nature of BLCs, especially between learners in a squad, the project team thought peers would be able to provide insight into learners' performance at BLC in addition to the observations made by facilitators.

Based upon these factors and previous NSAB-validation performance rating scales, the project team developed two sets of draft rating forms — the Peer Rating Form to be completed by BLC learners, and the Facilitator Rating Form to be completed by BLC facilitators. Each dimension of performance in the rating forms includes behavioral examples of high, moderate, and low levels of learner performance. The project team was also interested in capturing facilitators' opinions of learners' potential for future success in three special duty assignments: instructor, recruiter, and drill sergeant. These rating scale items were included only in the Facilitator Rating Form to determine if the Restricted NSAB might predict facilitator judgements of learners' potential for future success in a special duty assignment.

Focus Group Feedback

We conducted a series of focus groups to collect additional information about BLC learner performance requirements and to review draft criterion measures. To prepare for the focus groups, the project team heavily researched BLC documents to develop specific questions pertaining to BLC and BLC learner performance requirements. To obtain crucial information from facilitators, the project team developed a Focus Group Protocol (Appendix A) to discuss learner performance requirements, identify additional existing criterion measures that might be useful (i.e., academic grades, awards, leadership positions), and review draft criterion measures.

In a series of 13 focus groups conducted in November 2020 through March 2021, we met with BLC facilitators or Small Group Leaders (SGLs), senior SGLs and BLC leaders who served as SMEs from various BLC locations. SMEs provided an array of information regarding the attitudes and behaviors associated with successful BLC learner performance as well as information about typical activities and challenges faced by learners. These details were used by the project team to identify additional criterion measures pertaining to BLC learner performance and to develop and refine draft criterion measures.

A total of 48 NCOs participated in the focus groups, with 27 Soldiers in active Army and 21 Soldiers in the National Guard or Reserve. Table 3 provides the gender, race, rank, and component breakdowns for NCOs who participated in the focus groups.

Table 3

Focus Group Participant Demographics

	<i>N</i>	<i>%</i>
Gender		
Male	41	86.7
Female	6	11.1
Missing	1	2.2
Total	48	100.0
Race		
American Indian or Alaska Native	1	1.6
African American	10	23.2
Native Hawaiian/Pacific Islander	1	2.9
White	27	55.0
2 or more selected	5	9.5
Missing	4	7.7
Total	48	100.0
Rank		
SSG (P)	1	3.4
SSG	42	90.1
SFC	3	4.1
MSG/1SG	1	1.1
Missing	1	1.4
Total	48	100.0
Component		
National Guard	6	3.3
Regular Army	27	55.1
Reserve	15	41.6
Total	48	100.0

When SMEs were asked what makes an effective BLC learner, they collectively identified the following characteristics: ownership, initiative, humility, open-mindedness, willingness to learn, team orientation, professionalism, resilience, and empathy. The way in which each of these characteristics were defined by SMEs was consistent with BLC Form 1009A-Assessing Attributes and Competencies, which is comprised of behaviorally-anchored ratings scales used to assess learners' leadership attributes and competencies. For instance, ownership was characterized as a student who takes responsibility for their learning experience at BLC. The rating scales in Form 1009A include behavioral examples of this definition, such as "comments in class discussions" found under the attribute Intellect/Critical Thinking & Problem Solving and "reflects on his/her strengths and weaknesses, analyzes lessons learned, and actively seeks self-development" found under the competency Develops/Collaboration. The characteristics identified by SMEs and Form 1009A contribute to the definition of an effective, successful learner at BLC.

The project team also asked SMEs to describe characteristics and behaviors displayed by learners who meet or exceed performance standards. SMEs indicated that successful students participate frequently in the classroom by offering relevant comments during class discussion and by demonstrating an understanding of course concepts and sharing how their own experiences apply to those concepts. Similarly, SMEs stated that when learners choose not to participate in class discussions or struggle to grasp daily course content, they tend to not perform as well, receiving lower scores on evaluations. SMEs also mentioned that BLC courses involve group work assignments. Therefore, effective collaboration efforts and keen interpersonal skills are necessary to meet performance standards. These characteristics, among others, result in observed differences between performance and effort at BLC which subsequently impacts learners' overall academic performance.

In addition to collecting information about learner performance requirements, SMEs were asked detailed questions regarding the assessments that facilitators use to assess learner performance. SME responses were used to evaluate the BLC assessment measurement properties and determine whether the assessments could be used as criteria in a validation study. For example, when asked about BLC GPA, facilitator SMEs indicated that overall GPA is determined by a combination of six evaluations, and learners must pass each evaluation with a score of 70 percent or higher. The overall GPA reported on the DA Form 1059 is an average of the final DLC1 grade and the final BLC GPA. Thus, the project team included overall GPA as a criterion measure.

The rating scales in Form 1009A included behavioral examples of characteristics SMEs described as important for learner effectiveness. Form 1009A measures characteristics deemed important for BLC success, and facilitators are trained to use 1009A as a method to assess learner performance. Therefore, we included Form 1009A as one of the criterion measures of BLC performance.

The project team also discussed with SMEs whether graduation rate would be an indicator of learner performance. SMEs indicated high graduation rates across BLC locations. Information gathered from the BLC CMP indicated if a learner fails to achieve a minimum of 70% on an assessment, they must attend a counseling session with their facilitator to receive feedback, establish a plan of action, and set a date for a Remedial Educational Assessment

(REA). SMEs mentioned that while some learners fail their first evaluation for an assessment, an even smaller number fail their first REA, and a very small number of learners fail two REAs. The most frequently mentioned assessment failed by learners were the physical fitness evaluations (e.g., Physical Readiness Training, Height/Weight measurements). Learners are allowed no more than two REAs during their enrollment in BLC, otherwise they are recommended for dismissal from BLC. Learners may also be dismissed for other reasons such as personal life issues or unit recall. In sum, most learners do graduate BLC and the learners who do not graduate for performance-related reasons is very low. Considering this information, we determined graduation status would likely be an insufficient criterion measure of BLC learner performance. However, we plan to collect this information to empirically examine the performance-related graduation base rate to determine whether sufficient variance exists for use as a criterion measure.

Additionally, SMEs mentioned that learners are honored for their academic achievements through various awards and recognitions, including the Commandant's List, Superior Academic Achievement, Achieved Course Standards, Distinguished Leadership Award, Distinguished Honor Graduate, Honor Graduate, Commandant's Writing Award, and the Iron Sergeant Award. Learners who receive a score greater than or equal to 480 on the leadership attributes and competencies assessment (Form 1009A) are eligible for the Commandant's List, which includes the top 20% of learners in a BLC cycle. To obtain the Distinguished Leadership Award, a learner must not only be eligible for the Commandant's List, but also be in favorable disciplinary standing and be nominated by their facilitator in order for board members to then select the awardee. Additional honors based on academic merit include the Distinguished Honor Graduate and the Honor Graduate. Students may also be considered for non-GPA awards including the Commandant's Writing Award and the Iron Sergeant Award (for physical fitness). Recognition for any of these awards is documented in the DA 1059 Form. Award recipients exemplify successful BLC learner performance, and the project team decided to include awards as an additional measure of BLC performance.

Another criterion measure considered an indicator of BLC performance was leadership positions at BLC including Squad Leader, Platoon Sergeant, and Student First Sergeant. However, SMEs revealed that BLC learner leadership positions were not strictly performance-based. Learners are selected at random to serve in the role of Squad Leader, and each learner serves as Squad Leader at least once. The Platoon Sergeant role serves as the liaison between the Squad Leader and Student First Sergeant. Facilitators may select Soldiers for the Platoon Sergeant or the Student First Sergeant positions based on their potential or demonstrated leadership skills or based on a demonstrated need to develop leadership skills. Not all learners are given the opportunity to hold each leadership position given the varied opportunities and duration of service in each role. We plan to empirically evaluate the relationship between BLC leadership experience and other criterion measure of BLC learner performance to determine if leadership experience demonstrates promise for use as a criterion measure.

In the final series of focus group sessions, we asked SMEs to review draft versions of the NCOLQ, learner demographic and background questionnaire, and the peer and facilitator rating scales to obtain their feedback and ensure the measures included appropriate terminology while accurately representing important job criteria. Each focus group built on the results of the previous one, such that items were refined and reviewed after each session. SME comments and

suggestions were used to revise the draft measures and resulted in a final set of criterion measures to be used in the validation effort. In the paragraphs below we describe the edits made to the draft measures based on SME feedback.

SME feedback on the NCOLQ items mostly centered around slight wording changes to modify the items for a BLC environment. For example, the item stem, “Compared to other Soldiers in your unit, how often do you ...” was modified to “Compared to other Soldiers in your unit prior to BLC, how often did you ...”. The finalized NCOLQ includes items assessing Future Assignment Preference, Career Intentions and Army Fit, Affective Commitment, Motivation to Lead, Resilience, Organizational Citizenship Behaviors, Leadership Behaviors, and Self-Rated Performance.

SMEs also provided feedback on the draft Learner Demographic and Background Questionnaire. Specifically, disciplinary items were modified by combining items pertaining to company grade and summarized Article 15s. SMEs also suggested removing an item about being “placed on restriction” as it was redundant with the Article 15s and formal counseling items.

Lastly, SMEs reviewed the BLC performance rating scales. SMEs provided their input on the relevance of the dimensions to BLC performance and clarified BLC-specific terminology and behaviors. SMEs at two BLC locations did not think learners would have a chance to observe their peers for one of the performance dimensions (Self-Management/Self-Directed Learning) in the Peer Rating Form. However, this may have been a function of the COVID-related virtual learning format. In addition, SMEs provided edits to several dimensions to make them more BLC-specific and accurate. For instance, the Adaptability behavioral examples mention functioning effectively in new situations. SMEs recommended we include examples of new situations encountered at BLC, such as Physical Readiness Training and Drill and Ceremony. SMEs also felt that the low performance level behavioral examples for Cultural Tolerance and Demonstrating Fitness, Military Bearing, & Army Values dimensions were unlikely to be observed by others as those behaviors would result in dismissal from BLC. SMEs also edited the behavioral examples to be more appropriate and realistic for the BLC setting at the various levels of performance. The finalized set of items for the Peer Rating Form includes seven performance dimensions: Adaptability; Self-Management and Self-direct Learning; Problem-Solving/Decision Making; Cultural Tolerance; Relating to and Supporting Peers; Demonstrating Fitness, Military Bearing, and Army Values; and Overall Effectiveness.

As part of the rating scale review, the project team also asked SMEs whether facilitators could rate learners on their potential future success in special duty assignments, assuming learners were provided proper training. While the feedback was mixed, most SMEs believed facilitators would be able to distinguish potential learner success in various assignments. The finalized set of items for the Facilitator Rating Form includes two performance dimensions: Cultural Tolerance and Overall Effectiveness, and three areas of potential for future success: recruiter, drill sergeant, and instructor.

Final Measures

Restricted Noncommissioned Officer Special Assignment Battery (NSAB)

The Restricted NSAB, consists of an item pool of 732 items measuring 16 facets of personality (see Table 1). This version contains 131 pairs of statements referring to how participants might typically think, feel, and act. Participants select one statement in each pair that is most like them.

NCO Life Questionnaire (NCOLQ)

The NCOLQ is a self-report attitudinal measure that contains items regarding career intentions, perceived Army fit, affective commitment, motivation to lead, resilience, organizational citizenship behaviors, leadership behaviors, and self-rated BLC performance. Participants responded to the attitudinal items using a Likert scale (1 = Strongly Disagree to 5 = Strongly Agree, or 1 = Far Less Often to 5 = Far More Often). See Appendix B for the final version of the NCOLQ.

BLC Learner Demographic & Background Questionnaire

A short set of demographic items were used to collect information such as race, ethnicity, time in service and assignment, component, MOS, and paygrade. Additional background and experience items included items such as ASVAB GT score, highest level of education, leadership experience in unit prior to BLC, BLC leadership experience, and any disciplinary actions received prior to BLC (see Appendix C).

Peer Rating Form

The Peer Rating Form includes seven dimensions of learner-specific performance and overall effectiveness at BLC, including Adaptability, Self-Management and Self-Directed Learning, Problem-Solving/Decision Making, Cultural Tolerance, Relating to and Supporting Peers, Demonstrating Fitness, Military Bearing, & Army Values, and Overall Effectiveness (see Appendix D). Learners rate four of their peers within their squad on BLC performance. Within each performance dimension, statements describe behaviors at high, moderate, and low levels of effectiveness on a 7-point rating scale (7 = High to 1 = Low). Raters are instructed to compare observed learner performance with the statements on each dimension to provide learner performance ratings.

Facilitator Rating Form

The Facilitator Rating Form includes dimensions of BLC performance and potential future success in special duty assignments (see Appendix E). The rating scales were designed to be completed by facilitators to assess two dimensions of learner performance in BLC (Cultural Tolerance and Overall Effectiveness) and potential for future successful performance in three special duty assignments (instructor, recruiter, and drill sergeant). Within each rating scale, statements describe behaviors at high, moderate, and low levels of effectiveness on a 7-point rating scale (7 = High to 1 = Low). Raters are instructed to compare observed learner performance with the statements on each dimension to provide learner performance ratings.

Facilitator ratings of additional performance dimensions are gathered in Form 1009A, described below.

BLC Learner Performance Criteria Measures

Three sets of academic measures provided by BLC were used to measure BLC learner performance: Form 1009A, overall GPA, and awards. These three BLC learner performance criterion measures are described in more detail below.

Form 1009A – Assessing Attributes and Competencies. Learners are assessed on leadership attributes and competencies using Form 1009A throughout the BLC. Facilitators use six behaviorally-anchored rating scales to assess performance at each of the four phases of BLC: Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking and Problem Solving; Leads/Communication and Engagement; Develops/Collaboration; and Achieves/Life Long Learner. Ratings of these leadership attributes and competencies are made on a four-point scale (0 = Did Not Meet Standards to 25 = Far Exceeded Standards). At the end of the course, each learner has a total of four scores for each of the leadership attributes and competencies. The sum of all four facilitator ratings on a single attribute or competency determines if a learner earned a minimum of 70, otherwise referred to as “Met the Standard.” The overall sum of all facilitator ratings for each attribute and competency is used to consider who receives an academic achievement award (e.g., Commandant’s List, Superior Academic, or Achieved Course Standards), and it is reported on learners’ DA Form 1059.

Overall GPA. The learner’s overall GPA is determined by a combination of six evaluations, and Soldiers must pass each evaluation with a score of 70 percent or higher. The six evaluations are determined by learners’ performance on the following assessments: 1009S Public Speaking and Information Briefing; 1009W Assessing Writing, Compare and Contrast Essay; 1009W Assessing Writing, Informative Essay; Conduct Individual Training Rubric; Conduct Physical Readiness Training Rubric; and Conduct Squad Drill Rubric.

Awards. Learners are honored for their academic achievements through various awards. Learners whose overall score on Form 1009A meets or exceeds 480 points, out of a possible 600, are designated with the honor of Commandant’s List. This list comprises the top 20 percent of learners in a BLC cycle. The following 21 to 40 percent of learners in the cycle are recognized for their performance with the Superior Academic Achievement award, while the remaining learners are recognized as Achieved Standard. Distinguished Honor Graduate is awarded to the learner with the highest GPA in a BLC cycle, and the learner with the second highest GPA is designated with Honor Graduate. Additionally, a learner who is eligible for the Commandant’s List, is in favorable disciplinary standing, and nominated by their peers and SGL may be awarded the Distinguished Leadership Award by the board. The Sexual Harassment Prevention (SHARP) Essay assessment is not part of learner’s GPA; however, the essays are sent to the commandant to determine which learner will receive the Commandant’s Writing Award. Lastly, the Iron Sergeant Award is presented to the learner who scores the highest on the ACFT.

Summary

In sum, we developed several criterion measures for use in a criterion-related validation study — a self-report measure of attitudes (the NCOLQ), a learner demographic and background questionnaire, and two sets of rating forms designed to be used by BLC learners and facilitators. In our focus group discussions, the project team asked SMEs about BLC administrative data including learner grades, facilitator evaluations, and learner awards. From these discussions, we determined Form 1009A, overall GPA, and awards could be used as additional criterion measures for the validation study.

Conclusion and Next Steps

Our primary focus in this effort was to develop the Restricted NSAB, and to develop criterion measures suitable for use in a subsequent validation study. Our next step will be to coordinate and conduct the concurrent criterion-related validation study with a sample of Soldiers attending BLC. Additional research is planned to examine the relationship between the two versions of the NSAB by comparing individuals' scores on the previous NSAB version to the Restricted NSAB. Validities will also be compared across the two versions.

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Appendix A. Focus Group Protocol

Focus Groups for Developing Performance Measures for the NCO Special Assignment Battery (NSAB)

Script & Protocol

I. Preparation

Over the phone:

- *Email draft criteria packet (BLC learner background questionnaire, NCOLQ, draft rating scales, AER/DA Form 1059, ISAP, and participant background sheet) to each participant*
- *Join the conference line at least 10 minutes prior to the start time*
- *Make sure you are in a quiet location and are ready to take notes*
- *Schedule focus groups so that no one who is in another's chain of command is in the same focus group (e.g. BLC facilitators and facilitator supervisors should be in separate focus groups).*

II. Introduction

A. Purpose of the Workshop

Good morning/afternoon. My name is Dr. _____ and these are my colleagues Dr. _____. We are contractors working with Dr. Mel Glorioso who works at the U.S. Army Research Institute for the Behavioral and Social Sciences, also known as ARI. ARI is an organization under the Army G1, that focuses on Army personnel issues. Dr. Glorioso works in the Selection and Assignment Research Unit, which focuses on the selection and assignment of Soldiers for the Army. The goal of the current project is to examine the use of the NCO Special Assignment Battery or NSAB for NCO in-service testing and screening for special duty assignments.

Versions of the NSAB have been validated for use with applicants in accessioning, for NCO facilitators, Recruiters, Drill Sergeants, and for Special Forces applicants. In this project, we are developing and validating a new version of the NSAB and examining whether it can add value to the special duty assignment screening process for NCOs.

To determine if the NSAB can add value, we plan to evaluate the relationship between BLC learner scores on the NSAB and performance at BLC. In order to do so, we need to gain an understanding of what good and poor performance at BLC looks like. We know you have a number of great tools you use to assess learners. We've spoken with SGLs from other BLCs and they've helped us understand how these assessments are used and what they're measuring. We have a few additional questions for you today. We'll also be asking for your expert advice to help us review a few measures we plan to use in future research.

Your expertise is critical to the success of this project, and we very much appreciate the opportunity to talk with you.

So that everyone will know who is on the call, let's take a quick minute for everyone to introduce themselves. Would you each let us know your name, your role, how long you've been in the Army, and how long you've been at the NCO Academy?

B. Project Summary/Informed Consent

Before we get started, I would like to go over a few details about this session. We're scheduled for about 2 hours. We'll take a 10-minute break when we're about halfway through to give everyone a breather.

You should have received a document titled "Project Summary" attached to the Teams meeting invite. For protocol purposes, I need to cover specific information regarding your rights as a research participant in the focus group today:

1. Participation is voluntary.
2. You may choose not to participate in the discussion, or you can stop participating at any time and there is no penalty
3. Information collected will be treated confidentially
4. Notes will be taken during the session, however, we will not identify you, or attribute comments to any particular participant made during this session, and we will NOT include your name or other personally identifiable information in our focus group notes or report.
5. We cannot provide "confidentiality" or "non-attribution" to participants regarding any comments disclosing criminal activity/behavior, or statements that pose a threat to self or others
6. We ask that you DO NOT comment on classified or operationally sensitive information during this session

You also should have received a background form in an email from Katie Guarino. Please fill that out and email it back to Katie.

We have just a couple more items to go over before we start.

- Feel free to jump into the conversation at any point to add in your thoughts or opinions.
- Lastly, we're generally looking for how things are normally run or proceed in non-COVID times. But, if there's been a COVID-related change and these changes are likely to continue to be in place after COVID, please let us know.

C. Workshop Overview

There are a few main topics we'd like to discuss with you today. First, we will discuss what successful BLC learner performance looks like. Next, we will ask for your input on current BLC assessments and some potential assessments that could be used to measure learner attitudes and performance as part of our research.

Are there any questions before we begin?

III. Discuss Learner Requirements

A. Day to Day Learner Life

We are going to start by asking questions about the day to day lives of learners.

1. Are you operating in an in person, virtual, or blended environment?
2. Would you describe a typical day for a student (during a typical in-person, resident BLC – so we’re asking about pre-COVID).
3. What is different for learners now that you are operating in a virtual environment? How much is done virtually, and is there any in-person instruction and interaction?
4. Do students have different roles (e.g., do some students have leadership role)?
 - a. *If the answer is no:* Beyond learning the class content, what are the responsibilities of the students?
 - b. *If the answer is yes:* Beyond learning the class content, what are the responsibilities of the students by role?
5. How many student leadership positions does each student usually hold?
 - a. What do these leadership positions entail?
 - b. Is more than two leadership positions typical or unusual?
 - c. Who selects the students for leadership positions?
 - d. Is it based on a formal assessment of academic standing, initiative, and professionalism, or more informal?
 - e. Are they assessed on their performance as a student leader?
 - f. Is this information recorded by BLCs?
6. What are the other duties for student leadership positions?
7. What are the biggest challenges facing students?
8. What makes an effective learner?
 - a. Are there any particular characteristics that are especially important to have as a learner?
 - b. What do successful learners do that’s different from those who struggle?
 - c. What about the difference between an average and an outstanding learner? What do they do day-to-day that distinguishes between the two?
9. Would you describe how students interact with one another? How do they work together?
 - a. How important is teamwork? Do they have subgroups or partners they stick with throughout the course?

10. How closely do supervisors and facilitators work with students?

B. BLC Administration

Now, we are going to ask a few questions on the administrative aspect of BLC.

11. How many students are in a typical BLC class?

12. How many facilitators per BLC class typically?

- a. Do facilitators typically focus on certain topic areas or do all facilitators teach everything?
- b. Are facilitators with the same learners throughout the entire length of BLC from the beginning to the end?
- c. Do facilitators team up to teach topics together? Do facilitators have different roles with learners (e.g. some handles the admin/grading while others handle delivery of content)?

13. Students must complete Distributed Leaders Course Level 1 prior to arrival, correct?

14. How much time is there typically between students completing online DLC requirements and starting BLC? Does this time lag differ by BLC location? By component?

15. Are all of your students Corporals and Specialists? Are they a mix of MOSs?

C. Current assessment at BLCs

Next, we are going to move on to questions about the current student assessments at BLC. Part of our team's job when we are looking at how the NSAB is related to NCO performance and potential for various duty assignments - is to make sure we are capturing as much as we can about the whole person, including their potential for success in future roles. So, we have some detailed questions to help us understand what you are using now.

16. What types of tools or measures are currently being used to assess student performance?

- a. Is the Academic Evaluation Report (AER/DA Form 1059) still used? Is this collected at all BLCs? Can we see an example (filled in) AER? We'll have some more questions about this form in a little while.
- b. We have a copy of the BLC Course Management Plan and the Individual Student Assessment plan. Are the assessments listed in the Individual Student Assessment Plan being used? Is this collected at all BLCs? We'll have some more questions about this form in a little while.
 - i. *If the answer is no:* What is currently being used to assess student performance?

17. What happens when a student is not performing well?

18. How many students per cycle are typically counseled for receiving less than 70% on performance assessments?
 - a. How is positive vs. negative student counseling documented (e.g., positive spot reports, adverse performance-oriented counseling)?
 - b. Do students who are counseled have to take the Remedial Educational Assessment retest?
 - c. How many students per class typically have to take Remedial Educational Assessment retests? How many per class have to take more than one retest?
 - d. Are retests recorded? Archived?
 - e. Do any students fail Remedial Educational Assessment retests and get dismissed?
 - i. *If answer to e is "yes" ask:* How many students per cycle?
19. Are absences and lateness formally documented? Are they stored/archived?
20. In what ways are students formally recognized/disciplined?
 - a. *For each formal recognition/discipline type, ask: how many students per class or per year typically receive this.*
21. About how many students are dismissed from BLC per cycle? (e.g., for any reason - motivational, disciplinary, or academic reasons):
 - a. Is this information recorded?
 - b. Is the information archived? For how long? Who stores the data?
22. Do Soldiers rotate to new classrooms/new facilitators for each new phase of training. There are four phases? And, one new facilitator/Small Group Leader in each phase? Is this the same during virtual BLCs?
23. How long are they with each facilitator (or set of facilitators)?
 - a. Are there certain phases that provide better/worse opportunities to observe/evaluate Soldiers' performance?
24. Are Small Group Leaders the best facilitators to evaluate or rate student performance?
 - a. *If the answer is no, ask:* Are there other sources who might be better suited to provide ratings?
25. Do Senior Small Group Leaders interact very much with students? Would they be able to evaluate or rate students?
26. Would students be able to evaluate or rate other students – this would be for our research purposes only and totally confidential – not to share with the person being evaluated? Could anyone in a class rate any other student? *Depending on response to question 8:* Would partners/subgroups be best suited to rating each other?
27. Are there differences in Soldier ranks, MOS, or background that have a systematic impact on how well they perform at BLC? (e.g., combat arms MOS have more experience with squad training and thus have an easier time with training component of BLC?)

28. Do you think you could accurately assess students' potential for successful future duty assignments?
- For Drill Sergeant duty?
 - For Instructor duty?
 - For Recruiter duty?
 - What subtle things make students stand out as potential Instructors, Recruiters, or Drill Sergeants?
29. Do you think students could accurately assess other students' potential for successful future duty assignments?
- For Drill Sergeant duty?
 - For Instructor duty?
 - For Recruiter duty?
30. Do you receive (or does the Commandant receive) any prior history on BLC students such as:
- Disciplinary issues prior to BLC (e.g., prior flags, Article 15s, restriction, formal counseling)?
 - Awards

D. Existing Indices used at BLC

Now we are going to ask a couple of questions about the current assessments used at BLC.

31. How is student information (grades and other info) tracked – is it entered directly into ATRRS? Do students have a student ID number or some other BLC-specific identifier?
32. For Academic Evaluation Report (AER/DA Form 1059)
- Does the SGL complete this form? (one SGL or do multiple SGLs have input?)
 - Would you say the ratings are accurate and valid? In other words, does it reflect the true value of student performance in the areas on the form?
 - What type of information is typically recorded in the Comments section? Does this vary by instructor?
 - Is it used consistently across instructors?
 - Is the measure archived? For how long? These become a part of the learner's Army record, correct? Is this recorded in a BLC database, in an Army database?
 - Is this collected at all BLCs?
 - Is the DA Form 1059 ever used to make recommendations for future assignments (Part III block c)? If so, what kind of assignments might be listed here?

Next, we have a question about Form 1009A assessing Leadership Attributes and Competencies.

- For the “fully support SHARP/EO/EEO” checkbox on Form DA1059:
 - Would you describe how “fully support” is determined?

- ii. Is this determined only if an official investigation was conducted? Does it include investigations prior to the Soldier entering BLC or while at BLC too?
 - iii. How many students per class (or per year) are deemed as “not fully supporting” SHARP/EO/EEO?
 - iv. Is it accurate and valid (i.e., does it reflect the true value of a student fully supporting SHARP/EO/EEO)?
 - v. Is there any variance or difference in the results across students? Or is it a “Yes” for almost all students?
 - vi. Is it used consistently across instructors?
 - vii. What type of comments are typically recorded?
 - viii. Are the results and comments stored/archived? For how long? Who stores the data?
- i. For the APFT:
 - i. Who is the evaluation made by? For example, yourself or a physical training facilitator?
 - ii. Is there a wide range of scores across students?
 - iii. Is the measure archived? For how long? Who stores the data?
- j. We understand that learners are evaluated on the six attributes in each module:
 - i. Is Form 1009A from the Individual Student Assessment Plan– Assessing Attributes and Competencies used to make these evaluations? *if no, ask what criteria are used to make the evaluation*
 - ii. Does the SGL make this evaluation?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student’s attributes and competencies)?
 - iv. Is there any variance or difference in the results across learners? In other words, do most people receive “Met” or “Exceeded Standard”? Does that differ by module?
 - v. Is the rating scale used consistently across facilitators – does everyone use the rating scale in the same way or are there some “tough graders”?
 - vi. Is the measure archived? For how long? Who stores the data?
- k. Overall Academic Achievement / Class Standing (Commandant’s List, Superior Academic Achievement, Achieved Course Standards, Failed to Achieve Course Standards)
 - i. Is the Commandant’s List only awarded to 20% of students based on overall academic achievement – how is overall academic achievement determined? as shown in Part IIIa on the DA Form 1059? [if no, ask what criteria are used to make the evaluation]
 - ii. Is the Superior Academic Achievement only awarded to students in the 21%-40% class standing range, as shown in Part IIIa on the DA Form 1059? [if no, ask what criteria are used to make the evaluation]
 - iii. How are Achieved and Failed to Achieve Course Standards determined?
 - 1. If failed, does that mean they retake BLC?
 - iv. Is class standing (e.g., [rank] of [class size]) always recorded?

33. Individual Student Assessment Plan (1009 Forms)

- a. What is the purpose of this measure?
- b. Who completes each assessment? Is it the SGL that teaches the content? (one SGL or do multiple SGLs have input?)
- c. Are there any differences between student effort and performance on the assessments that count toward a student's GPA vs those that do not count toward the student's GPA? In other words do you see students trying harder on the assessments that count toward their GPA?

[If SMEs ask, then GPA assessments are: public speaking and information briefing, physical readiness training instruction evaluation, individual training instruction evaluation, squad drill evaluation, compare and contrast essay, informative essay; Non-GPA assessments are: height/weight screening, APFT, attributes and competencies evaluation, reflective writing, SHARP essay, resume]

Next, we will ask about each of the assessments in the ISAP separately.

- d. For the Public Speaking and Information Brief evaluation (Form 1009S):
 - i. Is Form 1009S used to make this evaluation? *[if no, ask what criteria are used to make the evaluation]*
 - ii. Who is the evaluation made by? For example, yourself or student's classmates?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's speaking and presentation skills)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
- e. For the Individual Training Instruction evaluation (Conduct Individual Training Form):
 - i. Is the Conduct Individual Training Form from the Unit Training Plan used to make this evaluation? *[if no, ask what criteria are used to make the evaluation]*
 - ii. Who is the evaluation made by? For example, yourself or student's classmates?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's ability to conduct individual training)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
 - vii. Is the same information that is assessed here also utilized in DA Form 1059 when evaluation a student's presence/comprehensive fitness?
- f. For the Conduct Squad Drill evaluation:
 - i. Is the Conduct Squad Drill Form used to make this evaluation? *[if no, ask what criteria are used to make the evaluation]*
 - ii. Who is the evaluation made by? For example, yourself or student's classmates?

- iii. Is it accurate and valid (i.e., does it reflect the true value of a student's ability to conduct a squad drill)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
- g. For the Compare and Contrast Essay:
 - i. Is Form 1009W (SPECIAL) Writing Compare and Contrast Essay Assessment used to make this evaluation? [if no, ask what criteria are used to make the evaluation]
 - ii. Who is the evaluation made by? For example, yourself or student's classmates?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's written communication ability)?
 - i. Is there any variance or difference in the results across students?
 - ii. Is it used consistently across instructors – everyone use it in the same way?
 - iii. Is the measure archived? For how long? Who stores the data?
- h. For the Informative Essay:
 - i. Is Form 1009W (SPECIAL) Writing Informative Essay Assessment used to make this evaluation? [*if no, ask what criteria are used to make the evaluation*]
 - ii. Who is the evaluation made by? For example, yourself or student's classmates?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's written communication ability)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
- i. For the SHARP (Sexual Harassment Prevention) essay:
 - i. Is Form 1009W (SPECIAL) Writing Assessment used to make this evaluation? [if no, ask what criteria are used to make the evaluation]
 - ii. Who is the evaluation made by? (SGL or Commandant or Chief of Training?)
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's ability to adhere to policies regarding sexual harassment)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
 - vii. Is performance on this essay the only factor in determining who receives the Commandant's Writing Award? [if no, ask what criteria are used to make the evaluation]
- j. For the Resume:
 - i. Is Form 1009W (SPECIAL) Assessing Resume Writing used to make this evaluation? [*if no, ask what criteria are used to make the evaluation*]

- ii. Who is the evaluation made by? For example, yourself or student's classmates?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's ability to write a resume)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
- k. For the Physical Readiness Training Instruction evaluation:
 - i. Is the Conduct Physical Readiness Training Form used to make this evaluation? *[if no, ask what criteria are used to make the evaluation]*
 - ii. Who is the evaluation made by? For example, yourself or student's classmates?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of a student's ability to conduct physical readiness training)?
 - iv. Is there any variance or difference in the results across students?
 - v. Is it used consistently across instructors – everyone use it in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
- l. For NCOA Honors—Distinguished Leader Award, Distinguished Honor Grad, Iron Sergeant:
 - i. How often are these honors awarded (each class?) What is the difference between the honors/awards?
 - ii. How are students selected for these honors? By whom?
 - iii. Is it accurate and valid (i.e., does it reflect the true value of excellent performance)?
 - iv. Is there any variance or difference across awardees (for instance is it harder to be awarded Iron Sergeant in one class or one BLC vs another)?
 - v. Is it used consistently across those who make the decision – everyone use the criteria for the awards in the same way?
 - vi. Is the measure archived? For how long? Who stores the data?
 - vii. Do commandants issue other types of recognition in addition to the ones previously mentioned? E.g., Commandant's Writing Award and Leadership Award?

IV. Discuss Background Questionnaire & NCOLQ Survey

A. Background Items

Now we will discuss the “Draft NCO Life Questionnaire for Focus Group Review”. This questionnaire was created for use in our research study. BLC learner responses will be used for research purposes only and individual learner responses will not be shared with SGLs or BLC leadership. We need your feedback on the draft questions to ensure that the questions are clear and relevant to BLC learners.

Please open the “Draft NCO Life Questionnaire for Focus Group Review” document now. We will start with the “BLC Learner Demographic and Background Questionnaire” on pages 1-2. We’ll go page by page, so please review question numbers 1 through 11 on page 1. We’ll pause for a couple of minutes so everyone can review the questions on page 1.

Ask item 1-3 below for page 1.

1. Are the response options appropriate for question 2 about pay grade? Will that include all possible ranks you’d see at BLC?
2. Will BLC learners remember their ACFT score? Their GT score?
3. Are there any other comments about the questions on page 1?

Please move to page two and read through questions 12-17. We’ll pause for a couple of minutes so everyone can review the questions on page 2.

Ask item 4-8 below for page 2.

4. Are there any questions that BLC learners may find confusing or difficult to answer?
5. On question number 13 about Unit Leadership experience, does this list include all the leadership positions that BLC learners might have had in their units prior to BLC? Are we missing anything? Is it reasonable to expect someone might have had this experience?
6. On question number 14 about BLC Leadership experience, are there any other leadership positions that learners might have at BLC?
7. Next, are questions 15-17 about Article 15s, flag actions, formal counseling, and being placed on restriction relevant to Soldiers at their level? In other words, is it possible that they may have faced those types of disciplinary actions?
 - a. For item 16 about formal counseling, about what % of learners will respond “Yes” to this question?
 - b. We are trying to determine if question 17 is redundant with questions 15 and 16. Is it possible for someone to be placed on restriction for the reasons listed here and NOT receive an Article 15 or be formally counseled?
8. Any other comments about the questions on page 2?

B. NCOLQ Item Review

Now we will move on to the next section starting on page 3, titled “NCO Life Questionnaire for BLC Learners”. We’ll go through this page by page, so please read through the questions on page 3. [Wait a few minutes for participants to read.]

Ask items 9-12 below for page 3:

9. Are the questions relevant to BLC learners?
10. Are there any questions learners may find confusing or difficult to answer?
11. For the Future Assignment question, is the time frame “several years in advance” a reasonable amount of time to go from an NCO in BLC to the assignments listed here?
 - a. If not, what timeframe should we use?
 - b. Are there any other assignment options that we are missing?
12. Any other comments about the questions on page 3?

Please move to page four and read through the questions. We'll pause for a couple of minutes so everyone can review the questions on page 4.

Ask items 13-15 below for page 4:

13. Are there any questions learners may find confusing or difficult to answer?
14. In the Motivation to Lead section, will there be any variance or any differences across learners in the way they answer these questions? In other words, do you think learners will all answer in the same way – that they strongly agree with the items, indicating they want to lead?
15. Are there any other comments about the questions on page 3?

Please move to page five and read through the questions We'll pause for a couple of minutes so everyone can review the questions on page 5.

Ask items 16-20 below for page 5:

16. Are there any questions learners may find confusing or difficult to answer?
17. In the Organizational Citizenship Behaviors section, would Soldiers have had the opportunity to perform these actions back in their units prior to BLC?
18. In the Leadership section, would Soldiers have had the opportunity to perform these actions back in their units prior to BLC?

Please move to page 6 and read the question.

Ask item 19 below for page 6:

19. For the Self-Rated Performance question, would learners have enough information to be able to compare their performance to their classmates? Do you think learners could make an accurate self-assessment?

V. Review Rating Scales

A. Draft Rating Scales

As part of our research study, we'd like to gather some additional ratings of performance that aren't completely covered by the current BLC assessments. And, we'd like to get an assessment of learner's potential for success in the future. As part of this research study, SGLs will be asked to rate each Soldier in their class in five areas, Cultural Tolerance, Overall BLC Performance, and potential for success in three different future assignments.

These ratings will be used for research purposes only. Ratings will not be shared with the learners being rated, nor will ratings become part of their Army personnel or BLC records.

Today we'd like you to review these rating scales. Specifically, we'd like your feedback on whether the rating scales are relevant, and if there are any important areas that are not included on the scales.

The purpose of the first two ratings scales is to accurately capture the behaviors, or what learners actually do at BLC, so that we can distinguish between highly effective and less effective performers. The purpose of the Potential for Future Success ratings is to accurately capture learners' potential for future success based on the behaviors of learners at BLC, and given the assumption that they will receive additional assignment-specific training. When you are reading through the scales, it may help you to think about highly effective and less effective learners that you have encountered over the years and whether the behaviors that these learners demonstrated are reflected in the rating scales here.

B. Review the SGL Rating Scales:

First, please read through the SGL rating scales on page 7. We'll ask a couple of questions about the rating scales as a whole, and then will take a look at each of the dimensions in more detail. We'll pause for a couple of minutes to give you a chance to read through the rating scales on page 7.

1. Rating Scales Overall
 - a. Will the scales, as written, be clear to SGLs who will be making ratings? Would they be able to accurately rate learner performance in each of these areas?
2. For the Cultural Tolerance scale:
 - a. Are the behavioral statements clear?
 - b. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance?
 - c. Are there any other important behaviors that should be included in this dimension?
 - d. Would an SGL's ability to make ratings be affected by Coronavirus procedures? (e.g., normally facilitators would be able to rate Cultural Tolerance but wouldn't have enough opportunity to observe leadership behavior at virtual BLC)
 - e. When you consider all of the current BLC assessments and these additional rating scales, are we missing anything important about BLC performance? That is, do

the BLC assessments and what we have here reflect the whole Soldier concept? If not, what are we missing?

Moving to page 8, these scales would be used by SGLs to evaluate a Soldier's potential effectiveness in about two to five years as an experienced E5-E7. We are looking to assess Soldier's potential for effective performance in three types of job duties, assuming the Soldier received the appropriate training. Please take a few minutes to read the three rating scales on page 8.

3. Do you think you could accurately assess learners' potential for successful performance in these three areas?

C. Review the Peer Rating Scales:

Next, please look at pages 9-12. As part of the research study, we'd like to ask BLC learners to rate their peers on several rating scales. Again - these ratings will be used for research purposes only. Ratings will not be shared with the learners being rated, nor will ratings become part of learners' personnel or BLC records. So learners would not know how any of their peers rated them.

We'll pause for a few minutes so you can read through the scales. We'll ask a few questions about the peer ratings overall and then go through each rating scale to ask if the wording is clear and if they accurately reflect, low, average, and high levels of performance.

4. Would learners be able to evaluate their peers?
 - a. Could anyone in a class rate any other learner? Would it be better to ask learners to rate the peers in their squad?
 - b. Looking at all the dimensions, are there any that would be more difficult for learners to rate their peers? (e.g., peers could rate Adaptability but maybe not Problem Solving)

Now we're going to go through each rating scale one by one to ask a few questions.
[When reviewing each rating scale/dimension, refer to the dimension title (e.g., Cultural Tolerance) and review the title, definition, and anchors along with the participants.]

5. For the Adaptability Dimension:
 - a. Is this dimension relevant for the majority of BLC learners?
 - b. Are the behavioral statements clear?
 - c. Is the terminology and phrasing correct and accurate?
 - d. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance for Adaptability?
 - e. Are there any other important behaviors that should be included in this dimension?
6. For the Self-Management and Self-Directed Learning Dimension:
 - a. Is this dimension relevant for the majority of BLC learners?
 - b. Are the behavioral statements clear?
 - c. Is the terminology and phrasing correct and accurate?

- d. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance for Self-Management and Self-Directed Learning?
 - e. Are there are any other important behaviors that should be included in this dimension?
- 7. For the Demonstrating Fitness, Military Bearing, and Army Values Dimension:
 - a. Is this dimension relevant for the majority of BLC learners?
 - b. Are the behavioral statements clear?
 - c. Is the terminology and phrasing correct and accurate?
 - d. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance for Demonstrating Fitness, Military Bearing, and Army Values?
 - e. Are there are any other important behaviors that should be included in this dimension?
- 8. For the Problem Solving/Decision Making Dimension:
 - a. Is this dimension relevant for the majority of BLC learners?
 - b. Are the behavioral statements clear?
 - c. Is the terminology and phrasing correct and accurate?
 - d. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance for Problem Solving/Decision Making?
 - e. Are there are any other important behaviors that should be included in this dimension?
- 9. For the Cultural Tolerance Dimension:
 - a. Is this dimension relevant for the majority of BLC learners?
 - b. Are the behavioral statements clear?
 - c. Is the terminology and phrasing correct and accurate?
 - d. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance for Cultural Tolerance?
 - e. Are there are any other important behaviors that should be included in this dimension?
- 10. For the Relating to and Supporting Peers Dimension:
 - f. Is this dimension relevant for the majority of BLC learners?
 - g. Are the behavioral statements clear?
 - h. Is the terminology and phrasing correct and accurate?
 - i. Do the effectiveness levels represent realistic levels of low, medium, and high levels of performance for Relating to and Supporting Peers?
 - j. Are there are any other important behaviors that should be included in this dimension?
- 11. For the Overall Effectiveness Dimension:
 - a. Are the behavioral statements clear?
 - b. Are there are any other important behaviors that should be included in this dimension?

VI. Wrap-Up

1. Is there anything else that we have not yet had a chance to discuss today that you feel is important for us to know/consider for this effort?

Thank you for your time. We really appreciate all of your help.

Please remember to fill out and email the Background Form back to ____.

Appendix B. NCO Life Questionnaire

NCO Life Questionnaire for BLC Learners

In the next section, you will answer questions about your life as a Soldier.

Your individual responses will be kept strictly confidential, and only aggregated results will be analyzed and reported.

Future Assignment Preference

1. If you had the freedom to select a future assignment **several years in advance**, which of the following would you choose? (Select all that apply)
 - ☐ Remain in my current military specialty/occupation
 - ☐ Select a totally new military specialty/occupation
 - ☐ Select a Recruiting duty assignment
 - ☐ Select a Drill Sergeant duty assignment
 - ☐ Select an Instructor duty assignment
 - ☐ Apply to become a Warrant Officer
 - ☐ Select another assignment (please list) _____
 - ☐ Leave the Service

Career Intentions & Army Fit

In this section you will rate your level of agreement with several statements regarding your life as a Soldier.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I plan to make the Army my career.	☐	☐	☐	☐	☐
2. Life in the Army is worse than I expected before I joined the service.	☐	☐	☐	☐	☐
3. The Army is a good match for me.	☐	☐	☐	☐	☐
4. I do not fit very well in the Army.	☐	☐	☐	☐	☐
5. The Army fulfills my needs.	☐	☐	☐	☐	☐

Affective Commitment

In this section you will rate your level of agreement with several statements regarding your life as a Soldier.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
6. I feel a strong sense of belonging to the Army.	☐	☐	☐	☐	☐
7. I feel like I am part of the Army "family."	☐	☐	☐	☐	☐
8. I feel personally attached to the Army.	☐	☐	☐	☐	☐

9. I feel that the problems faced by the Army are also my own problems.	☐	☐	☐	☐	☐
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Motivation to Lead

In this section you will rate your level of agreement with several statements regarding your job as a Soldier.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I am definitely not a leader by nature.	☐	☐	☐	☐	☐
2. I have a tendency to take charge in most groups or teams that I work in.	☐	☐	☐	☐	☐
3. Most of the time, I prefer being a leader rather than a follower when working in a group.	☐	☐	☐	☐	☐
4. I believe I can contribute more to a group if I am a follower rather than a leader.	☐	☐	☐	☐	☐
5. I usually want to be the leader in the groups that I work in.	☐	☐	☐	☐	☐
6. I am the type of person who likes to be in charge of others.	☐	☐	☐	☐	☐
7. I am only interested in leading a group if there are clear advantages for me.	☐	☐	☐	☐	☐
8. I will never agree to lead if I cannot see any benefits from accepting that role.	☐	☐	☐	☐	☐
9. I would only agree to be a group leader if I knew I could benefit from that role.	☐	☐	☐	☐	☐
10. I would want to know "what's in it for me" if I am going to agree to lead a group.	☐	☐	☐	☐	☐
11. If I agree to lead a group, I would never expect any advantages or special benefits.	☐	☐	☐	☐	☐
12. I feel that I have a duty to lead others if I am asked.	☐	☐	☐	☐	☐
13. I agree to lead whenever I am asked or nominated by the other members.	☐	☐	☐	☐	☐
14. I was taught to believe in the value of leading others.	☐	☐	☐	☐	☐
15. It is appropriate for people to accept leadership roles or positions when they are asked.	☐	☐	☐	☐	☐
16. It is an honor and privilege to be asked to lead.	☐	☐	☐	☐	☐
17. I would never agree to lead just because others voted for me.	☐	☐	☐	☐	☐

Resilience *Indicates a reverse-coded item.

When answering the following questions, indicate what you have done or felt when you've experienced a stressful situation in your job as a Soldier **in the last 6 months**.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I was confident in my ability to get through the stressful situation.	☐	☐	☐	☐	☐
2. I liked to work out when I was stressed.	☐	☐	☐	☐	☐
3. Knowing I had family or friends outside of the Army for support helped me deal with challenging situations.	☐	☐	☐	☐	☐
4. I found it difficult to relax and enjoy myself when waiting to find out about something important.*	☐	☐	☐	☐	☐
5. When I felt myself getting too tense, I exercised to relax my body and calm myself.	☐	☐	☐	☐	☐
6. Even remotely possible threatening events worried me.*	☐	☐	☐	☐	☐
7. Knowing I had support from my cadre and peers in the Army helped me deal with challenging situations.	☐	☐	☐	☐	☐

Organizational Citizenship Behaviors

When answering the following questions, think about your job as a Soldier. Compared to other Soldiers **in your unit prior to BLC**, how often did you...

	Far less often	Less often	About as often	More often	Far more often
1. Seek out a challenging assignment that was above and beyond your regular duties.	☐	☐	☐	☐	☐
2. Spend down time learning about procedures, equipment, etc.	☐	☐	☐	☐	☐
3. Take initiative to find another task when finished with regular work.	☐	☐	☐	☐	☐
4. Volunteer for extra duties.	☐	☐	☐	☐	☐
5. Work to accomplish your mission even when supervisors were not present.	☐	☐	☐	☐	☐
6. Demonstrate concern about the image or reputation of your unit.	☐	☐	☐	☐	☐
7. Volunteer to help another Soldier learn skills or share job knowledge with him/her.	☐	☐	☐	☐	☐
8. Assist another Soldier with a personal problem.	☐	☐	☐	☐	☐
9. Offer to help other Soldiers accomplish their work.	☐	☐	☐	☐	☐

10. Focus on the positive, rather than complaining about what was wrong.	☐	☐	☐	☐	☐
11. Seek out additional training or development even if it would lead to more work in the future.	☐	☐	☐	☐	☐
12. Go out of the way to encourage or praise another Soldier.	☐	☐	☐	☐	☐

Leadership Behaviors

When answering the following questions, think about your job as a Soldier. Compared to other Soldiers **in your unit prior to BLC**, how often did you...

	Far less often	Less often	About as often	More often	Far more often
1. Make sure everyone in your unit felt like a valued member of the team.	☐	☐	☐	☐	☐
2. Listen to the problems of your fellow Soldiers and provide constructive feedback.	☐	☐	☐	☐	☐
3. Encourage your fellow Soldiers to act on information rather than assumptions.	☐	☐	☐	☐	☐
4. Clarify task objectives to fellow Soldiers who didn't understand them.	☐	☐	☐	☐	☐
5. Keep your unit focused on its goals and objectives.	☐	☐	☐	☐	☐
6. Take initiative to ensure team success.	☐	☐	☐	☐	☐
7. Provide creative solutions to issues or problems that arose on the job.	☐	☐	☐	☐	☐
8. Step in to deal with an interpersonal conflict before it escalated.	☐	☐	☐	☐	☐
9. Demonstrate the Army Values both on- and off-duty.	☐	☐	☐	☐	☐
10. Monitor your environment for changes that might have impacted the unit's mission.	☐	☐	☐	☐	☐
11. Try to be the Soldier selected for leadership opportunities that arose.	☐	☐	☐	☐	☐
12. Make sure to check on a fellow Soldier if he or she seemed upset.	☐	☐	☐	☐	☐
13. Take educational courses for your own personal development.	☐	☐	☐	☐	☐
14. Feel other Soldiers looked to you for direction on performing their tasks when supervisors were unavailable.	☐	☐	☐	☐	☐

Self-Rated Performance

For this question, think **about yourself and your classmates at BLC**.

Compared to other Soldiers in your classroom, would you say you are:

- One of the best (exceed 95 percentile)
- Better than most (66 to 95 percentile)

- c. Average (35 to 65 percentile)
- d. Below average (below 35 percentile)

Appendix C. Demographic and Background Questionnaire

BLC Learner Demographic and Background Questionnaire

In the next section, you will answer questions about your background and experience.

Your individual responses will be kept strictly confidential, and only aggregated results will be analyzed and reported.

1. Please enter your time in service: ____ Years ____ Months
2. What is your current pay-grade?
☐ E4 ☐ E5 ☐ Other _____
3. Please enter your time in current grade: ____ Years ____ Months
4. What is your current MOS? _____ (e.g., 11B, 19K, 21B)
5. What is your gender?
☐ Male
☐ Female
6. What is your age? ____ Years
7. What is your component? (Select one)
☐ Regular Army
☐ Army National Guard
☐ Army Reserve
8. What was your last overall Army Combat Fitness Test (ACFT) score? If you cannot remember your exact score, please provide your best estimate (scores range from 0-600).
Score: _____
9. What is your current General Technical (GT) score? _____
10. Are you of Hispanic or Latino origin (of any race)?
☐ No
☐ Yes (Cuban, Chicano, Mexican, Mexican American, Puerto Rican, or another Hispanic, Latino, or Spanish origin)
11. What is your race? (Select one or more races to indicate what you consider yourself to be)
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

12. What is the highest level of education you have completed? (Select one)

- ☐ Less than 12 years of school (no diploma or certificate)
- ☐ High school certificate or GED
- ☐ High school diploma
- ☐ Some college credit, but did not graduate
- ☐ Associate degree (e.g., AA, AS)
- ☐ Bachelor's degree (e.g., BA, BS, AB)
- ☐ Some graduate school
- ☐ Graduate degree (e.g., MA, MS, JD)

13. Please describe your leadership experience in **your unit prior to BLC** (check each that you have been rated at):

- ☐ Squad/Section Leader
 - ☐ Team Leader
 - ☐ Other Leadership Position, specify title (e.g., shift leader)
-

14. Please describe your **BLC** leadership experience (check each position you had at BLC):

- ☐ Platoon Sergeant
- ☐ First Sergeant

When answering the following questions on this page, indicate disciplinary actions you received prior to BLC.

15. Have you ever received...

a field grade Article 15?

- ☐ Yes
- ☐ No

a company grade/summarized Article 15?

- ☐ Yes
- ☐ No

a Flag Action (i.e., suspension of favorable personnel actions)?

- ☐ Yes
- ☐ No

16. Have you ever been formally counseled for lack of effort, poor behavior or discipline, or unsatisfactory performance?

- ☐ Yes If yes, how many times? _____
- ☐ No

Appendix D. Peer Rating Form

BLC Learner Questionnaire and Peer Rating Form

Introduction:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has developed a new version of the NCO Special Assignment Battery (NSAB), a talent management tool for use in informing NCO special assignment decisions. Information you provide will help the Army improve the special duty assignment process and enhance our ability to match NCOs with assignments where they are most likely to be successful.

Rating Instructions:

As part of the project, you will rate 4 peers in your squad in seven areas.

1. Adaptability
2. Self-Management and Self-Directed Learning
3. Problem-Solving/Decision Making
4. Cultural Tolerance
5. Relating to and Supporting Peers
6. Demonstrating Fitness, Military Bearing, & Army Values, and
7. Overall BLC Effectiveness

These ratings will be used **only to evaluate the NSAB tool**. Your ratings are confidential. Your ratings will **NOT be revealed to your squad members, your facilitators, or BLC leadership**, nor will the ratings become part of Army personnel or BLC records.

It is very important that you **complete the performance ratings accurately**. Without accurate ratings we have no way to evaluate the new version of the NSAB.

Before you begin, let's review a couple of important points.

- It's unlikely that an individual performs at exactly the same level in all performance categories. Most people will be more proficient in some categories and less proficient in others. Your **evaluations should reflect your peer's strengths and weaknesses**.
- Do not compare Soldiers to each other – evaluate each Soldier by **comparing their behavior to the descriptions on the rating scales**.
- Sometimes raters let things that have nothing to do with performance affect their evaluations, such as personality, or how much they like the person. These rating scales **target only performance** and that's what you should base your ratings on.
- Performance described in the High category, "6" or "7", is truly outstanding. You should **reserve these ratings, especially the "7," for the very high performers**.
- If you have not observed your peer's performance in an area, choose the "Don't Know" option.

Please **read through the description of each rating scale carefully**. That way all Soldiers will be measured against the same benchmarks. Then rate each squad member on one scale before

moving to the next rating scale. Your rating form has been pre-populated with a random selection of four of your BLC squad members.

Adaptability				
How effectively does this Soldier adapt to varying BLC requirements by modifying behavior, plans, or goals?				
- Is able to function very effectively in new situations (e.g., PRT, or Physical Readiness Training; D&C, or Drill and Ceremony). - Thinks and acts quickly in response to changes. - Rarely gets frustrated in situations that do not go as planned.	- Is able to function adequately in new situations (e.g., PRT, or Physical Readiness Training; D&C, or Drill and Ceremony). - Modifies behavior when faced with unexpected events or changes. - At times, may get frustrated in situations that do not go as planned.	- Has difficulty functioning effectively in new situations (e.g., PRT, or Physical Readiness Training; D&C, or Drill and Ceremony). - Does not adapt quickly to new environment or changes. - Is easily frustrated in situations that do not go as planned.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Self-Management and Self-Directed Learning				
How effectively does this Soldier self-manage his/her course-related responsibilities, development, and personal responsibilities?				
- Effectively manages course and personal responsibilities. - Consistently seeks out assistance during off-duty hours to improve skills. - Willingly shares knowledge and experience. - Enthusiastically takes on challenging assignments and additional responsibilities.	- Shows effort to manage course and personal responsibilities. - Attempts to work on problem areas when encouraged to do so. - When asked, shares knowledge and experience. - Sometimes seeks out additional responsibilities, training, or challenging tasks.	- Makes little or no effort to balance course and personal responsibilities. - Ignores or otherwise fails to participate in opportunities for extra help from peers or SGLs. - Does not volunteer to share knowledge or experience. - Rarely seeks out additional responsibilities or challenging tasks.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Problem-Solving/Decision Making				
How effectively does this Soldier react to new problem situations and make reasonable, informed decisions regarding solutions?				
- Consistently reacts to new problem situations by applying previous experience and previous education/training appropriately and effectively. - Applies rules or strategies with effective consideration of circumstances. - Assesses costs and benefits of alternative solutions and makes effective decisions.	- Often reacts to new problem situations by applying previous experience or education/training but does not always do so effectively. - Applies rules or strategies correctly to most situations. - Attempts to assess costs and benefits of alternative solutions but does not always make effective decisions.	- Fails to apply previous experience and training or realize their relevance. - Blindly applies rules or strategies without regard to the uniqueness of a situation. - Fails to assess costs or benefits of alternative solutions before making decisions.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Cultural Tolerance				
How effectively does this Soldier demonstrate respect for and tolerance of others at BLC?				
- Treats others with respect regardless of gender, race, ethnicity, or sexual orientation. - Encourages others to display tolerance and sensitivity. - Easily works, socializes, and communicates well with others, regardless of background; takes initiative in learning about other cultures and social backgrounds.	- Recognizes the need to treat others with respect regardless of gender, race, ethnicity, or sexual orientation, but may not always demonstrate understanding of others' perspectives. - Attempts to call out others if they are obviously disrespectful. - Willing to work and communicate with those from different backgrounds but may be uneasy with those from other cultures or backgrounds.	- Shows little tolerance and respect for others of different gender, race, ethnicity, or sexual orientation. - Makes insensitive comments to or about others based on racial, gender, social or cultural differences. - Dislikes working with people of other backgrounds; uncomfortable with social or cultural differences.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Relating to and Supporting Peers				
How effectively does this Soldier relate to and support peers?				
- Always treats peers in a courteous and tactful manner. - Is enthusiastic and works to build group spirit and cohesion even when faced with difficult assignments or long hours. - Offers assistance without waiting to be asked, even in complicated interpersonal situations. - Actively seeks out peers' opinions and incorporates peers' ideas into plans.	- Usually courteous and tactful when dealing with peers. - Supports peers but may complain about difficult assignments or long hours. - Provides assistance to others, especially when it is clear that help is needed. - Tries to develop approaches to tasks that consider obvious differences of opinion.	- Tends to be rude, selfish, and insensitive to peers. - Rarely supports others; focuses on own work rather than helping the group. - Generally, fails to provide assistance to others, even when there is clear need to do so. - May force his/her approach to tasks on others without seeking input.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Demonstrating Fitness, Military Bearing, & Army Values				
To what extent does this Soldier set a good example for others to follow in terms of physical fitness, military bearing, and Army values?				
- Maintains excellent physical fitness. - Always dresses sharply in correct uniform. - Consistently maintains excellent military bearing. - Sets an outstanding example for others by exceeding the standards for appropriate military behavior; models Army values and encourages others to do the same.	- Meets basic standards for physical fitness. - Usually dresses properly maintaining Army standards. - Usually displays good military bearing. - Attempts to set a good example of Soldier behavior for others to follow; upholds Army values.	- Is generally overweight or in poor physical condition. - Often dresses sloppily. - Displays poor military bearing. - Sets a poor example for others to follow and fails to model even minimally acceptable behavior as a Soldier; fails to uphold Army values	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Overall Effectiveness			
How effectively does this Soldier perform at BLC?			
- Performs excellently in areas important to success at BLC. - Exceeds standards and expectations for performance.	- Performs adequately in areas important to success at BLC. - Meets standards and expectations for performance.	- Performs poorly in areas important to success at BLC. - Does not meet standards for performance.	DON'T KNOW
HIGH	MODERATE	LOW	
7 6	5 4 3	2 1	

Appendix E. Facilitator Rating Form

BLC Facilitator Rating Form

Rating forms will be formatted so facilitators will rate all learners on each dimension.

Introduction:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) has developed a new version of the NCO Special Assignment Battery (NSAB), a talent management tool for use in informing NCO special assignment decisions. Information you provide will help the Army improve the special duty assignment process and enhance our ability to match NCOs with assignments where they are most likely to be successful.

Rating Instructions:

As part of the project, you will rate each Soldier in your class in three areas:

1. Cultural Tolerance
2. Overall BLC Performance
3. Potential for Future Success in three areas

These rating scales were developed for use as part of this project. These scales, along with results from Form 1009A-Assessing Attributes and Competencies and BLC grades, will be used to evaluate the revised NSAB tool.

Your ratings will be used **only to evaluate the revised NSAB tool**. Your ratings are confidential. Your individual ratings will **NOT be revealed to your learners, other facilitators, or BLC leadership**, nor will the ratings become part of Army personnel or BLC records. Only aggregated data will be analyzed and reported.

It is very important that you **complete the performance ratings accurately**. Without accurate ratings we have no way to evaluate the new version of the NSAB.

Before you begin, let's review a couple of important points.

- Do not compare Soldiers to each other – evaluate each Soldier by **comparing their behavior to the descriptions on the rating scales**.
- Sometimes raters let things that have nothing to do with performance affect their evaluations, such as personality, or how much they like the person. These rating scales **target only performance or potential** and that's what you should base your ratings on.
- Performance described in the High category, "6" or "7", is truly outstanding. You should **reserve these ratings, especially the "7," for the very high performers**.
- If you have not observed a learner's performance in an area or can't estimate how they would perform in potential future assignments, choose the "Don't Know" option.

Please **read through the description of each rating scale carefully**. That way all Soldiers will be measured against the same benchmarks. Then rate each learner on one scale before moving to the next rating scale. Your rating form has been pre-populated with your BLC learners.

Cultural Tolerance				
How effectively does this Soldier demonstrate respect for and tolerance of others at BLC?				
- Treats others with respect regardless of gender, race, ethnicity, or sexual orientation. - Encourages others to display tolerance and sensitivity. - Easily works, socializes, and communicates well with others, regardless of background; takes initiative in learning about other cultures and social backgrounds.	- Recognizes the need to treat others with respect regardless of gender, race, ethnicity, or sexual orientation, but may not always demonstrate understanding of others' perspectives. - Attempts to call out others if they are obviously disrespectful. - Willing to work and communicate with those from different backgrounds but may be uneasy with those from other cultures or backgrounds.	- Shows little tolerance and respect for others of different gender, race, ethnicity, or sexual orientation. - Makes insensitive comments to or about others based on racial, gender, social or cultural differences. - Dislikes working with people of other backgrounds; uncomfortable with social or cultural differences.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Overall Effectiveness				
How effectively does this Soldier perform at BLC?				
- Performs excellently in areas important to success at BLC. - Exceeds standards and expectations for performance.	- Performs adequately in areas important to success at BLC. - Meets standards and expectations for performance.	- Performs poorly in areas important to success at BLC. - Does not meet standards for performance.	DON'T KNOW	
HIGH	MODERATE	LOW		
7 6	5 4 3	2 1		

Potential for Future Success

Using the rating scales below, evaluate each Soldier on his or her **potential effectiveness as a future E5-E7 in the job duties described**.

Do NOT rate the Soldier's current BLC performance, but instead, provide your best estimate of how well the Soldier is likely to perform **two to five years in the future**, assuming the Soldier would receive additional training.

Which of the following best describes the Soldier's potential for success in the Recruiter job duties below?			
Duties that involve reacting positively to setbacks and rejection, gaining trust and respect of others, establishing rapport, selecting and adapting communication style, showing genuine interest in individuals, identifying and reaching out to civilians who may be interested in joining the Army, and establishing and maintaining good relationships in the community.			
Would likely be a top-level performer.	Would likely be an average performer.	Would likely be a bottom-level performer.	DON'T KNOW
HIGH	MODERATE	LOW	
7 6	5 4 3	2 1	

Which of the following best describes the Soldier's potential for success in the Drill Sergeant job duties below?			
Duties that involve developing one's own knowledge and skills; demonstrating integrity; providing direction to and leading trainees; displaying tolerance of those from other backgrounds; performing administrative duties; solving problems; preparing for and conducting training; and performing counseling, coaching and mentoring.			
Would likely be a top-level performer.	Would likely be an average performer.	Would likely be a bottom-level performer.	DON'T KNOW
HIGH	MODERATE	LOW	
7 6	5 4 3	2 1	

Which of the following best describes the Soldier's potential for success in the Instructor job duties below?			
Duties that involve motivating Soldiers to learn new information and skills, presenting information, facilitating learning, assessing Soldier learning and development progress, providing feedback, and managing classrooms.			
Would likely be a top-level performer.	Would likely be an average performer.	Would likely be a bottom-level performer.	DON'T KNOW
HIGH	MODERATE	LOW	
7 6	5 4 3	2 1	

What is your current pay-grade?

☐ E4

☐ E5

☐ E6

☐ E7

☐ E8

Please enter your time in service: _____ Years

Please enter your time as a BLC Facilitator: _____ Years _____ Months

Appendix F. BLC Form 1009A

The NCO Leadership Center of Excellence Basic Leader Course

Form 1009A - Assessing Attributes and Competencies

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

Attributes of Leadership

f. CHARACTER/ACCOUNTABILITY

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

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

g. PRESENCE/COMPREHENSIVE FITNESS

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

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

h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING

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

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

Competencies of Leadership

i. LEADS/COMMUNICATION & ENGAGEMENT

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

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

j. DEVELOPS/COLLABORATION

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

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

k. ACHIEVES/LIFE LONG LEARNER

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

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

Assessment Standards

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

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

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

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

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

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

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

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

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

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

An example for the Character/Accountability attribute earned:

Foundation Phase: **25** points

Leadership Phase: **23** points

Readiness Phase: **18** points

Assessment Phase: **18** points

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

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

Eligibility Scale

Commandant's List
&
Superior Academic Achievement
480 - 600

Reference DA Form 1059 Part II f. Character/Accountability

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

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

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

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

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

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

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

Reference DA Form 1059 Part II j. Develops/Collaboration

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

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

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

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

