

WholeSoldier Performance: The Model and Early Implementation



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USAREC and USAAC asked us to redefine “Soldier Quality” in a quantifiable manner. In order to do so, we employed Value-Focused Thinking as the methodology for consultation with the Army concerning the performance attributes desired in Soldiers. The resulting WholeSoldier model is useful for both mentoring of Soldiers and informing strategic personnel decisions. WholeSoldier Performance is now being implemented for mentoring in one Army division and in a basic training unit; the data generated will inform a variety of recruiting decisions.

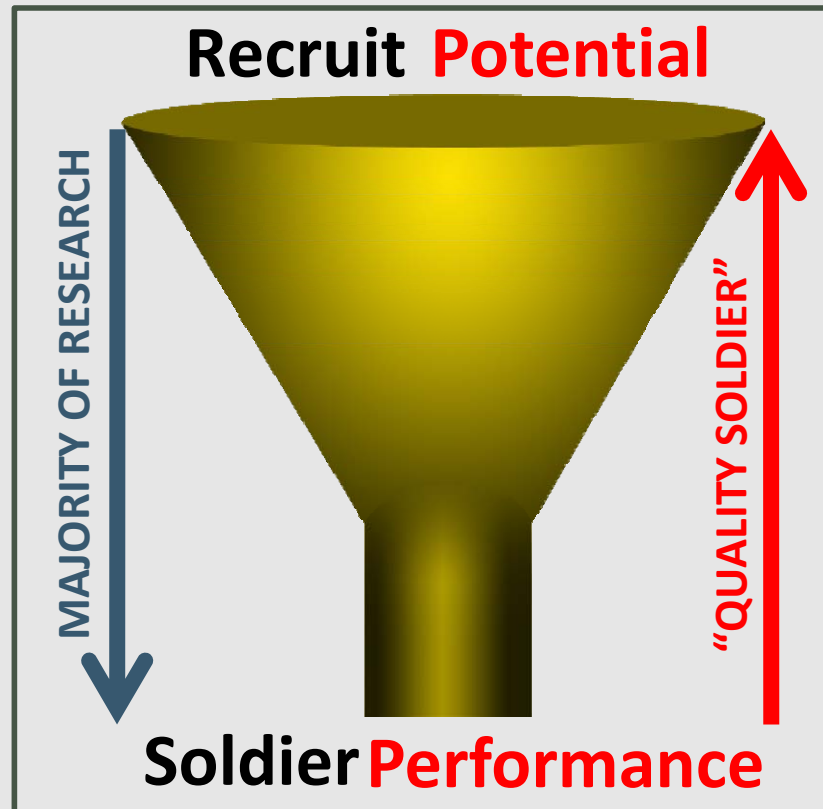
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Approach



Longitudinal Study

- High Cost
- Long Duration
- Collect massive amounts of data on what we think might solve the problem, and see if something useful is revealed over time.
- “We’ll see in the end.”



Value-Focused Study

- Low Cost
- Short Duration
- First determine “what we want.”
- Collect focused data and make inferences on the larger population.
- “Begin with the end in mind.” - *Stephen Covey*

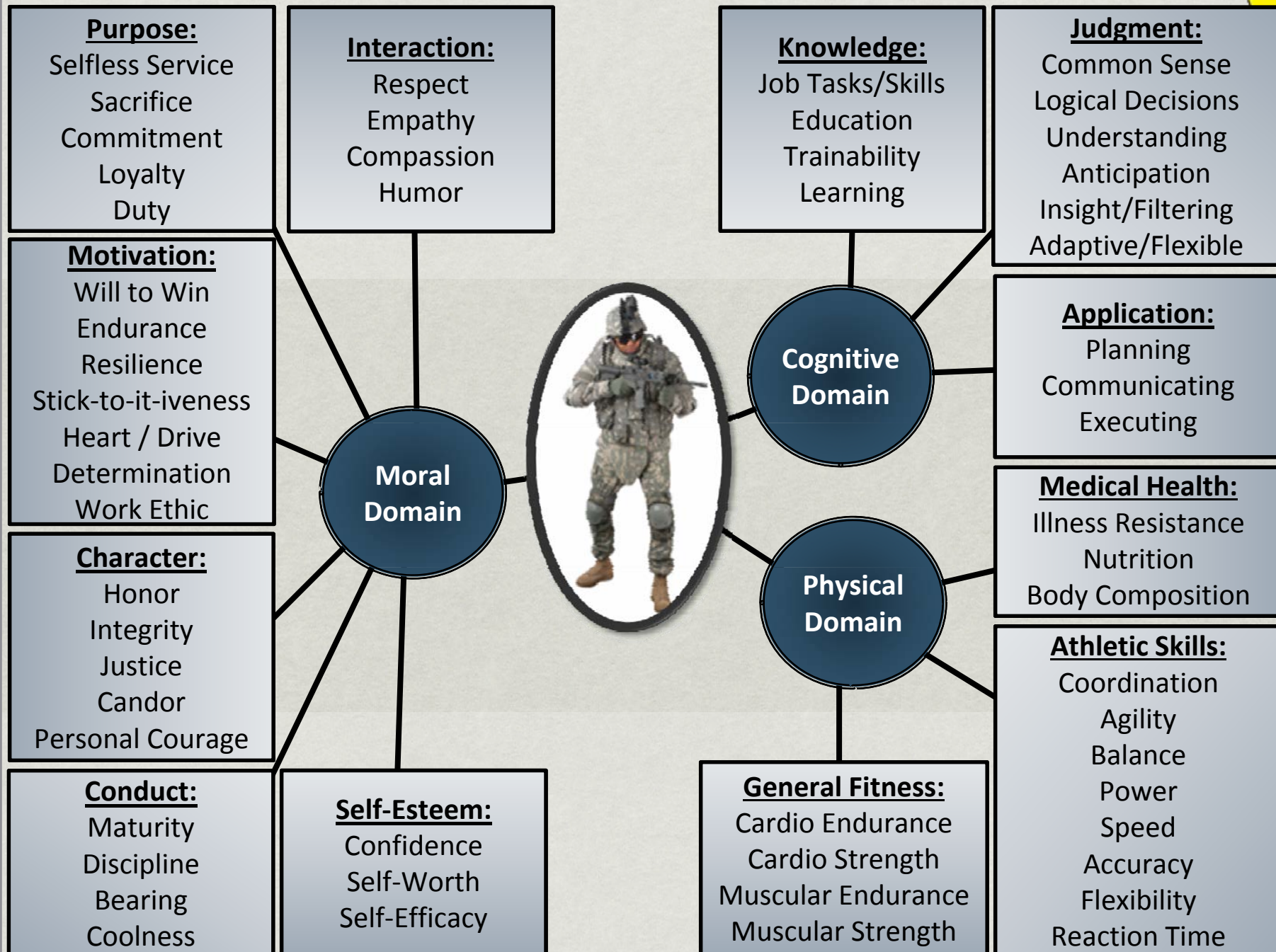
“Many hiring decisions start off on the wrong foot because the company hasn’t clarified exactly what it wants in the new hire.”

- Hiring and Keeping the Best People, Harvard Business Essentials, p. 6.

“The perfection of means and confusion of ends seems to characterize our age.” - Einstein

Both are needed, but value-focused studies or “what we want” should inspire longitudinal studies.

WholeSoldier Performance Model



WholeSoldier Model in Action



Draft Developmental Counseling Form							
PRINCIPAL PURPOSE:		To assist leaders in conducting and recording counseling data pertaining to subordinates.					
ROUTINE USES:		For subordinate leader development IAW FM22-100. Leaders should use this form as necessary.					
DISCLOSURE:		Disclosure is voluntary.					
PART I - ADMINISTRATIVE DATA							
Name (Last, First, MI)		Rank/Grade		Soldier ARO Username		Date of Counseling	
Organization				Name and Title of Counselor			
Part II - Evaluation of Performance							
KEY	1	2	3	4	5	6	7
	"Always" "Unacceptable" "Separate from Army"	"Most of the Time" "Very Bad" "Problem Soldier"	"Sometimes" "Bad" "Needs some work"	"Neutral" "Just Enough" "Only what is required"	"Sometimes" "Good" "Bit more than standard"	"Most of the time" "Very Good" "Solid Performer"	"Always" "One of the best" "Example for Others"
PURPOSE: Selfless Service, Sacrifice, Commitment, Loyalty, Duty							
☐ Not a team player and displays an individualistic attitude. Soldier tends to put personal desires before others and unit mission. ☐ Soldier neutral towards the team. ☐ Committed to performing duties even when sacrifice required. Selfless member of the team with loyalty to mission and unit. Examples/Comments:							
MOTIVATION: Will to Win, Endurance, Resilience, Heart, Drive, Determination, Work Ethic							
☐ Lacks determination and drive to get the job done. Doesn't respond well to tough conditions or bounce back from setbacks. ☐ Minimum effort required. ☐ Possesses the will to win and puts forth best effort. Won't quit and positively responds to setbacks. Inspires motivation in others. Examples/Comments:							
INTERACTION: Respect, Empathy, Compassion, Humor							
☐ Cynical, negative, or inconsiderate towards others. Doesn't exert effort to interact with others and/or is awkward in interaction. ☐ Soldier is just there. ☐ Positive, respectful, outgoing, and humorous. Makes others comfortable to share ideas/issues and adds to team atmosphere. Examples/Comments:							
CONDUCT: Maturity, Discipline, Bearing, Reliability, Coolness							
☐ Needs constant supervision and has problems leading a balanced life. Disrespectful to chain of command. Loses bearing/coolness. ☐ Acceptable conduct. ☐ Performs well without supervision and within intent. Mature lifestyle and coolness/bearing under stress is example for others. Examples/Comments:							
CHARACTER: Honor, Integrity, Justice, Candor, Personal Courage							
☐ Looks for loopholes and lacks integrity to be trusted. Won't take a stand for right or take ownership of mistakes. ☐ Marginal character. ☐ Can be trusted to do and stick up for what is right. Accepts and strives to correct mistakes. Tells whole truth even when painful. Examples/Comments:							
SELF-ESTEEM: Self-Efficacy, Self Worth, Confidence							
☐ Lacks confidence and is unsure of ability to accomplish mission/goals. Won't try new things and shrinks of excuses when failure may happen. ☐ Marginal confidence level. ☐ Displays confidence in interactions and execution of tasks. Understands value to team, isn't afraid to fail, and believes he/she is up to the task. Examples/Comments:							

KEY	1	2	3	4	5	6	7
	"Always" "Unacceptable" "Separate from Army"	"Most of the Time" "Very Bad" "Problem Soldier"	"Sometimes" "Bad" "Needs some work"	"Neutral" "Just Enough" "Only what is required"	"Sometimes" "Good" "Bit more than standard"	"Most of the time" "Very Good" "Solid Performer"	"Always" "One of the best" "Example for Others"
Cognitive Domain	KNOWLEDGE: Education, Trainability, Capacity, Technical MOS Skills						
	☐ Untrainable and has shown an unwillingness to learn. Lacks the technical competence to complete tasks. ☐ Basic grasp of MOS tasks. ☐ Knows his/her task two levels up. Seeks higher learning. Soldier is an intelligent, life-long learner. Examples/Comments:						
	JUDGEMENT: Visualization, Analysis/Insight, Conceptualization, Filtering						
	☐ Soldier displays a lack of good judgment. Soldier does not apply "common sense." Soldier makes choices that hurt the team. ☐ Marginal Judgment. ☐ Soldier makes good decisions. Soldier sees the big picture and knows what is important. Soldier has insight. Examples/Comments:						
Physical Domain	APPLICATION: Ability to Translate Knowledge and Judgement into Action, Multi-Tasking						
	☐ Soldier is continually reliant on others. Soldier can't handle more than one task at a time. Cannot get the job done. ☐ Ability to complete required tasks. ☐ Able to apply knowledge/ judgement to complete complex tasks. Able to perform more than one task at a time to standard. Examples/Comments:						
	PHYSICAL FITNESS: Endurance, Stamina, Strength, Flexibility,						
	☐ Soldier does not meet established Army standards. Soldier cannot carry his/her share of the load. Soldier fails APFT. ☐ Meets minimal physical standard. ☐ Soldier carries more than his/her share of the load. Soldier meets and exceeds established Army PT standards.						
Moral Domain	ATHLETICISM: Power, Speed, Coordination, Agility, Balance, Accuracy						
	☐ Soldier is awkward/unathletic on tasks requiring coordination. Soldier cannot fight. Soldier is unable to perform under load. ☐ Soldier has average athletic ability. ☐ Soldier is an athlete and can apply power, agility, speed, coordination, and accuracy simultaneously in mission situations.						
	MEDICAL FITNESS: Illness Frequency, Physical Wellness, Body Composition						
	☐ Soldier is regularly on profile or at sick call. Fails to meet body % standard. Unhealthy habits contribute to poor performance. ☐ Maintains average medical health. ☐ Soldier is not hindered by sickness/injury. Takes care of his/her body to prevent illness. Thrives under hard training. Examples/Comments:						
Part III: Plan of Action							
Soldier Signature						Date	
Counselor Signature						Date	

The logo is a circular seal for the Department of Systems Engineering at the United States Military Academy (USMA). The outer ring is yellow with the text "Department of Systems Engineering" in black at the top and "USMA" in black at the bottom. The inner circle is black with a white shield in the center. The shield features a torch with a flame, flanked by two olive branches. The text "EST 1908" is written in white on the left and right sides of the shield.



- **Character-** Totally trustworthy, and always sticks up for what is right.
- **Purpose-** Displays commitment and self-sacrifice to the team 95% of the time.
- **Motivation-** Soldier puts forth max effort and only rarely gives less than his all.
- **Interaction** – Shows respect and is compassionate, but sometimes is awkward in interpersonal interactions.
- **Self-Esteem-** Doesn't display confidence or view himself as a valuable member of the team.
- **Conduct** – Soldier displays maturity and discipline by completing tasks without supervision, but sometimes loses his cool when under stress.

- **Knowledge-** Soldier demonstrates total knowledge of MOS tasks and studies to learn next level up.
- **Judgment-** Makes logical decisions, but has problems filtering irrelevant information.
- **Application-** Sometimes unable to plan effectively to implement decisions.

- **Fitness-** Scored 263 last APFT.
- **Athleticism-** Displays better than average coordination, agility in combat-focused tasks.
- **Health-** Maintains body better than average.

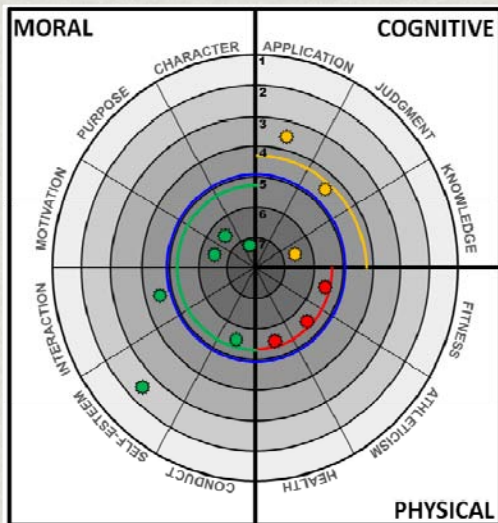
**“WholeSoldier” Performance =
71/100 = 4.97/7**

WholeSoldier Performance Study



Primary Recommendation: The Army should routinely assess “WholeSoldier” Performance along a continuum across the entire force. Using “WholeSoldier” Performance as an endstate metric opens the door to many strategic possibilities that will inform decisions relating to Soldiers.

Bottom Up Evaluation



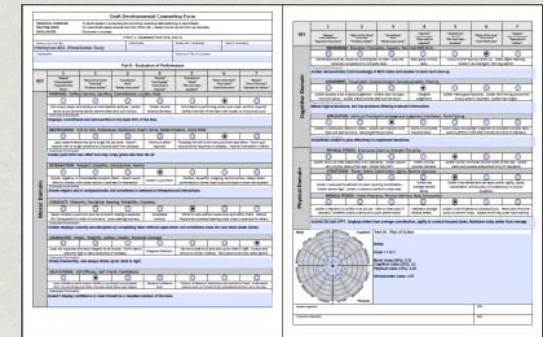
Top Down Elicitation

Pairwise comparison for order¹

	Compared to				Total
	Asset A	Asset B	Asset C	Asset D	
Asset A		3	2	3	8
Asset B	1		3	2	6
Asset C	2	1		1	4
Asset D	1	2	3		6

Bonus assignment for value

Results



"WholeSoldier"

Sample Population Data 4 Infantry Platoons



NAME	Purpose:	Motivation:	Social:	Conduct:	Character:	Self-Esteem:	Thought:	Capability:	Knowledge:	Physical:	Medical:	Elicited Total	Moral	Cognitive	Physical	Total	Rank
	7	7	7	7	7	7	7	7	7	6	7	100	59	25	15	98.6926	1
	5	6	7	6	7	7	7	7	7	7	7	95	53	25	16	93.8472	2
	6	6	5	6	7	6	6	6	6	7	6	95	51	21	15	87.5789	3
	6	6	5	6	7	5	6	6	7	7	5	95	50	22	14	86.6244	4
	6	6	6	6	7	5	6	5	5	7	6	100	51	19	15	85.2336	5
	7	6	5	7	7	5	6	5	5	5	6	100	53	19	13	84.6554	6
	7	6	6	3	6	7	6	6	6	7	5	95	49	21	14	84.0396	7
	5	4	6	6	7	6	7	6	6	4	4	90	48	22	9	79.4016	8
	5	6	5	5	6	5	6	5	6	6	6	85	45	20	14	79.2734	9
	6	6	4	6	6	6	5	4	6	6	6	95	48	15	14	77.7282	10
	5	6	5	5	6	6	4	5	5	6	5	80	46	16	13	75.7640	11
	5	6	5	5	6	4	5	5	5	6	6	75	44	18	14	75.7378	12
	5	6	5	5	6	5	4	5	4	6	6	70	45	15	14	74.4603	13
	6	6	3	7	7	3	3	5	4	5	6	80	47	14	13	73.8387	14
	5	6	6	6	4	6	4	4	5	5	6	85	46	15	13	73.7372	15
	6	5	6	6	7	5	4	4	6	3	3	75	50	16	7	73.1613	16
	3	3	6	6	6	6	7	7	7	2	4	45	42	25	7	72.8442	17
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	5	5	5	5	5	5	5	5	5	5	6	70	42	18	13	72.4594	19
	5	5	5	3	6	7	4	5	6	5	5	75	43	18	12	72.2340	20
	6	5	6	4	6	5	4	4	5	5	5	70	45	15	12	71.8844	21
	5	5	3	5	6	5	4	5	5	5	7	60	42	16	14	71.7583	22
	5	6	4	4	5	5	6	5	4	6	5	70	41	18	13	71.5468	23
	6	6	4	5	7	2	3	4	6	5	5	75	44	15	12	70.9765	24
	5	6	4	5	5	5	4	5	4	5	6	65	43	15	13	70.4193	25
	5	5	4	5	5	6	4	5	6	4	5	60	42	17	11	69.7193	26
	5	5	5	4	5	2	4	5	3	7	7	60	37	14	16	67.5545	27
	5	6	4	4	4	3	4	4	5	6	6	55	37	15	14	66.3784	28
	5	3	7	2	6	6	6	5	3	4	5	50	40	16	10	66.2992	29
	4	5	5	4	5	5	5	4	6	4	4	65	39	18	9	66.0722	30
	5	6	5	4	3	5	4	3	3	6	5	60	39	12	13	63.5387	31
	4	4	4	4	4	4	4	5	5	5	6	60	34	16	13	62.8163	32
	5	4	4	4	5	4	4	5	4	5	4	65	37	15	11	62.7680	33
	5	4	2	2	3	6	5	4	4	7	7	40	31	15	16	62.2660	34
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	4	4	3	4	5	3	3	2	3	7	7	70	33	9	16	58.9814	37
	5	5	2	6	5	3	1	3	4	4	6	40	38	9	11	58.9730	38
	4	4	4	4	4	4	4	4	4	4	4	50	34	14	9	57.1429	39
	3	3	5	4	5	5	5	4	4	2	4	45	35	15	7	56.5637	40
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	4	5	3	4	4	3	3	4	3	4	5	40	33	12	10	55.0045	42
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	5	4	2	2	2	2	3	4	3	5	7	20	25	12	14	49.8818	51
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	2	2	2	1	2	4	5	5	5	4	4	2	18	18	9	44.4711	54
	2	3	3	3	2	2	2	3	5	3	6	50	21	12	10	42.8115	55
	3	4	3	4	4	2	1	2	3	2	1	20	29	7	4	39.5092	56
	1	1	5	1	1	4	4	4	4	2	2	10	16	14	5	34.8802	57
	2	3	3	2	1	3	2	3	2	3	1	5	19	8	5	31.9733	58
	1	1	1	1	1	1	2	2	2	2	2	5	8	7	5	20.1294	59
	1	1	5	1	1	2	1	1	1	1	1	1	14	4	2	19.7675	60
	1	1	1	1	1	1	1	2	1	1	1	1	8	5	2	15.3846	61

Method:

1. Assess sub-domain performance (1-7).
2. Evaluate performance holistically (1-100).
3. Use correlation analysis to infer weights.
4. Calculate Moral, Cognitive, Physical, and *WholeSoldier* total.

Finding / Insight:

- a. *WholeSoldier* "tells the story" of individual areas of relative strength and weakness and allows us to "see" the entire population.

Conclusion:

- a. We can provide many levels of distinction on *WholeSoldier* Performance.
- b. *WholeSoldier* Performance assessment is useful feedback to subordinates for use as a developmental counseling tool.
- c. *WholeSoldier* Performance is a good "endstate metric" and will provide information for sound decision-making in many areas.

THE FOLLOWING INSIGHTS ARE ONLY POSSIBLE BECAUSE WE HAVE CLEARLY DEFINED OUR DESIRED ENDSTATE!

Strategic Possibilities

(1 of 2)

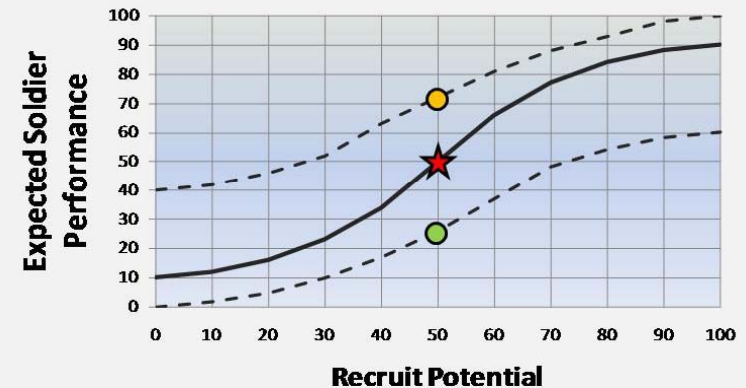


Given “WholeSoldier” Performance implementation, we can better:

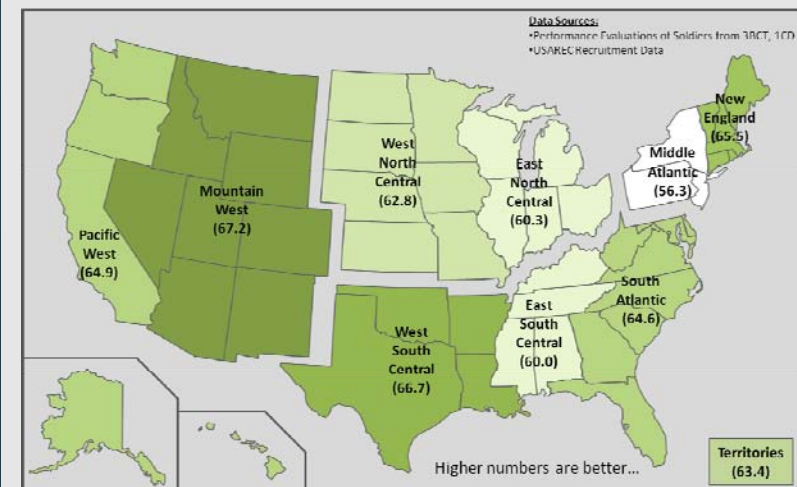
Recruit: Develop holistic model of “WholeRecruit” Potential longitudinally and:

- » Quantify risks/opportunities involved in adjusting enlistment policies/standards.
- » “Screen in” during times of recruiting difficulty and “screen out” in times of recruiting richness.
- » Offer individual incentives for various MOS based on *WholeRecruit* Potential, desires of the candidate, and needs of the Army.
- » Continually consider various “entry metrics” for updates to the *WholeRecruit* model.
- » Adjust target market and allocate assets based on both quantity and quality.
- » Adjust marketing message to target “who we want.”
- » Issue recruiting missions to reflect a distinct quantity vs. quality balance.

Expected Soldier Performance Given Varying Recruit Potential



- = High Performance based on Potential
- ★ = Expected Performance
- = Low Performance based on Potential



NOTE: Only for discussion of possibilities; not intended as a conclusive result for use in current decisions.

Strategic Possibilities

(2 of 2)



Given “WholeSoldier” Performance implementation, we can better:

Develop and Counsel Soldiers:

The image shows two forms side-by-side. The left form is titled "Soldier Development Counseling Form" and has a header with "Department of Systems Engineering" and "USMA". It contains a table with columns for "Counselor", "Counselee", "Date", "Time", "Location", "Topic", "Comments", and "Signature". The right form is also titled "Soldier Development Counseling Form" and has a header with "Department of Systems Engineering" and "USMA". It contains a table with columns for "Counselor", "Counselee", "Date", "Time", "Location", "Topic", "Comments", and "Signature".

+



Provide Strategic Situational Awareness:

Policy
Decision

+



+

Business Model



=

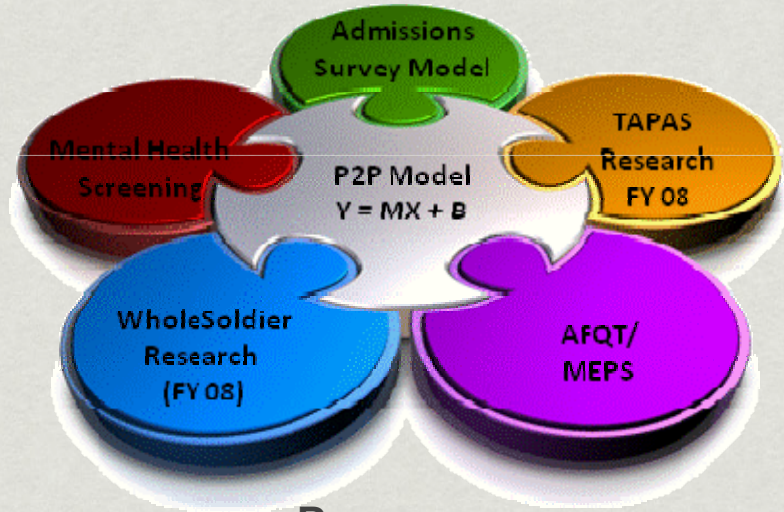
Measured Effect
Situational Awareness

Soldier Potential to Performance Model

Client: Accessions Command



Reverse Engineering Soldier Performance



Purpose

Develop an application to predict the future performance of a recruit based upon attributes we can observe about that recruit upon their indication of interest in service.

Objectives

- ♦ Identify pre-existing attributes that indicate the potential for a high performing Soldier
- ♦ Develop predictive models that leverage the known attributes of a recruit to predict performance in an operational unit
- ♦ Improved ability to screen soldiers who are unlikely to perform well in units

Technical Approach

- ♦ Identify Data Shortfalls: Officer Candidate vs. Enlisted Soldier
- ♦ Surveys for Additional Data Collection
- ♦ WholeSoldier Performance Assessment
- ♦ Data Mining (Regression, Neural Networks, LDA, SVM etc.) to link Performance to Potential

Deliverables

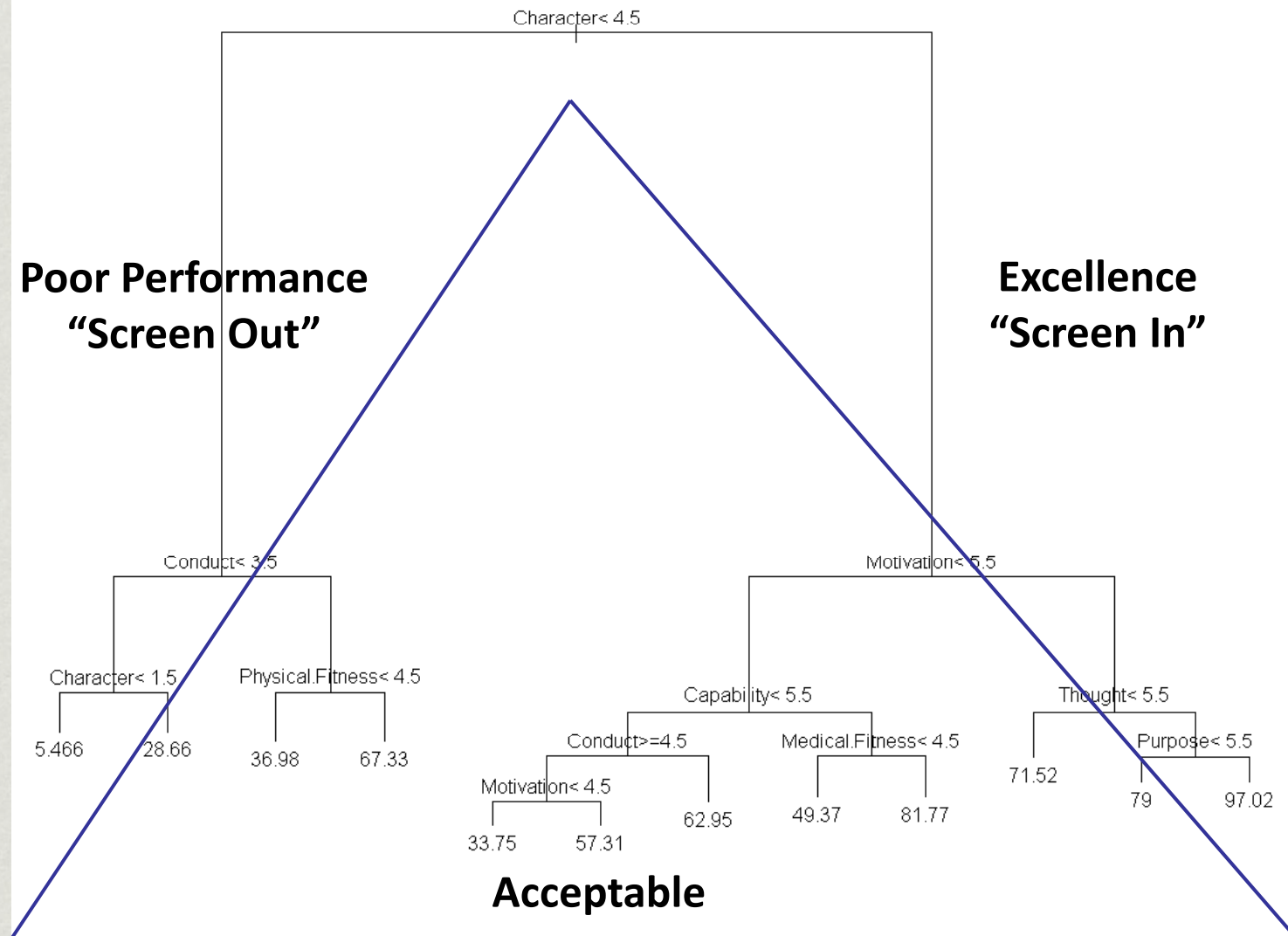
- ♦ QRR Presentation on Methodology (JAN 09)
- ♦ OSUT Success Prediction Model (MAR '10)
- ♦ In-Unit Success P2P Model (JUL '10)
- ♦ Final Briefing (JUL '10)
- ♦ Technical report (AUG 1'0)

Statistical Learning

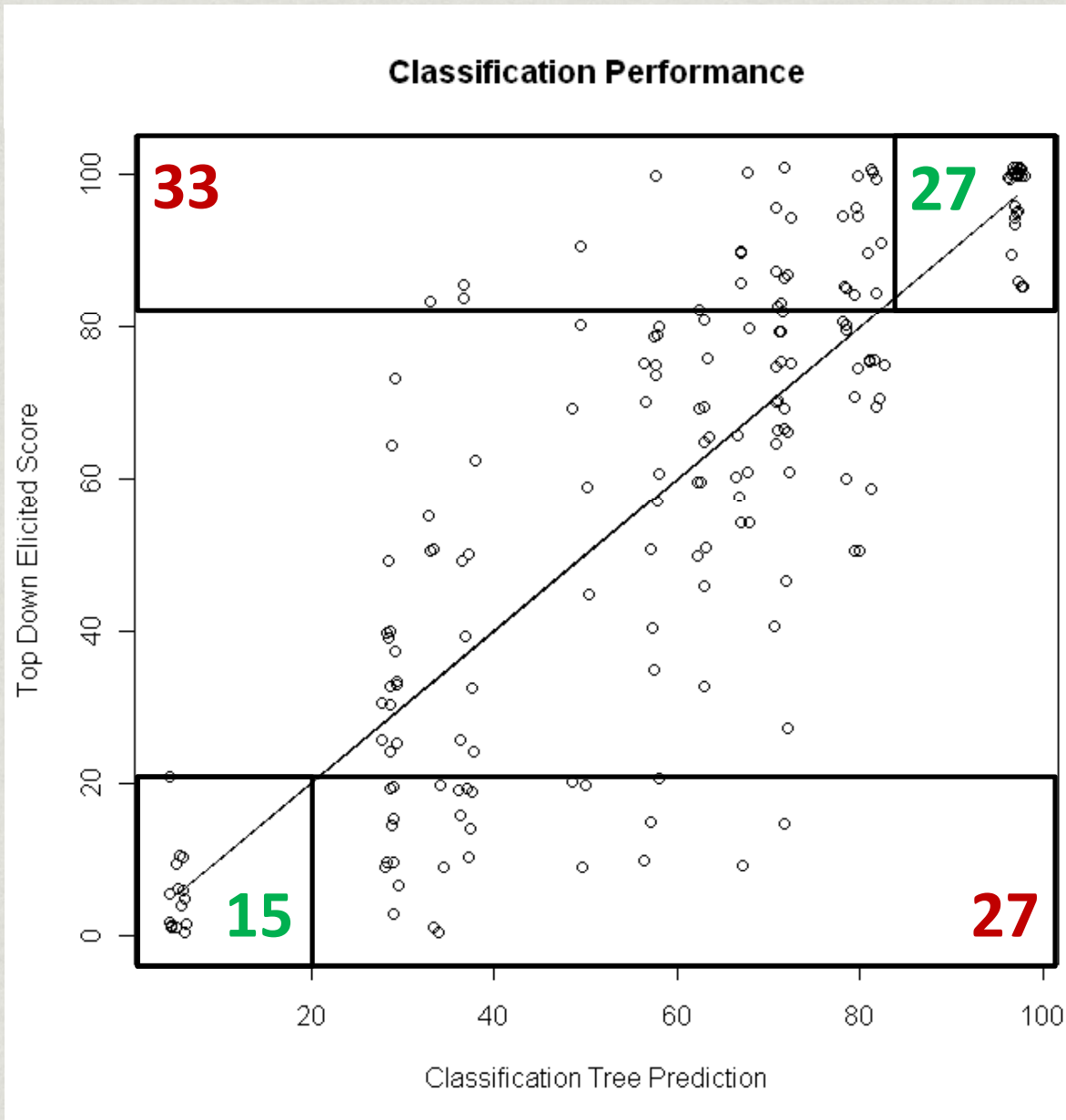
A Performance Classification Model



WholeSoldier Performance Assessment



Classification Model Performance



Excellence

Accuracy = 45%

Precision = 100%

Poor Performance

Accuracy = 36%

Precision = 100%

Soldier Record Development



Predictors

Responses

Accessions Database	TAPAS Score	Soldier Survey	Unit Record	Whole Soldier Evaluation
• <i>ASVAB/AFQT</i> • <i>HS Diploma</i> • <i>Medical Waiver</i> • <i>Moral Waiver</i> • <i>Age</i> • <i>Demographics</i> • <i>Family</i>	• <i>"Can Do"</i> • <i>"Will Do"</i>	• <i>Athletics</i> • <i>Leadership</i> • <i>Extracurricular</i> • <i>Scouting</i> • <i>Work History</i> • <i>Family History</i>	<u>Positive</u> • <i>SOM / SOQ</i> • <i>Promotion</i> • <i>APFT/Rifle Qual</i> <u>Negative</u> • <i>UCMJ</i> • <i>Chapter</i> • <i>Medical Board</i>	<u>Positive</u> • <i>Character</i> • <i>Motivation</i> • <i>Thought</i> • <i>Purpose</i> <u>Negative</u> • <i>Character</i> • <i>Conduct</i>

The Research Question



- ◆ **What attributes are statistically linked to poor performance?**
 - ◆ Failure to complete OSUT
 - ◆ WholeSoldier Performance Assessment Model (Character and Conduct)
 - ◆ Unit Recommendation of Removal (WholeSoldier Counseling)
 - ◆ APFT/MarksmanSHIP Failure
 - ◆ Article 15/UCMJ Action in Unit

- ◆ **What attributes are statistically linked to excellence?**
 - ◆ Special Recognition in OSUT
 - ◆ Special Recognition in Unit (Soldier Boards, Promotion etc.)
 - ◆ APFT/MarksmanSHIP Excellence
 - ◆ WholeSoldier Performance Assessment Model (Character, Motivation, Thought, Purpose)

Hypothetical WholeSoldier Application



- ♦ The outcome of this analysis is a series of profiles.
- ♦ Because of measurement error (accuracy/precision) on the response variables, it is not possible to calculate the probability of poor performance for a given profile.
- ♦ It is possible to calculate a lower bound of that probability using the presumption of competence.
- ♦ We can use that lower bound as a profile risk score.

Profile X

- Data Set of 1000
- 95 observations
- 45 “Poor Performers”



Lower Bound of $P(\text{Poor} | X) = 47\%$

Profile Y

- Data Set of 1000
- 150 observations
- 20 “Poor Performers”

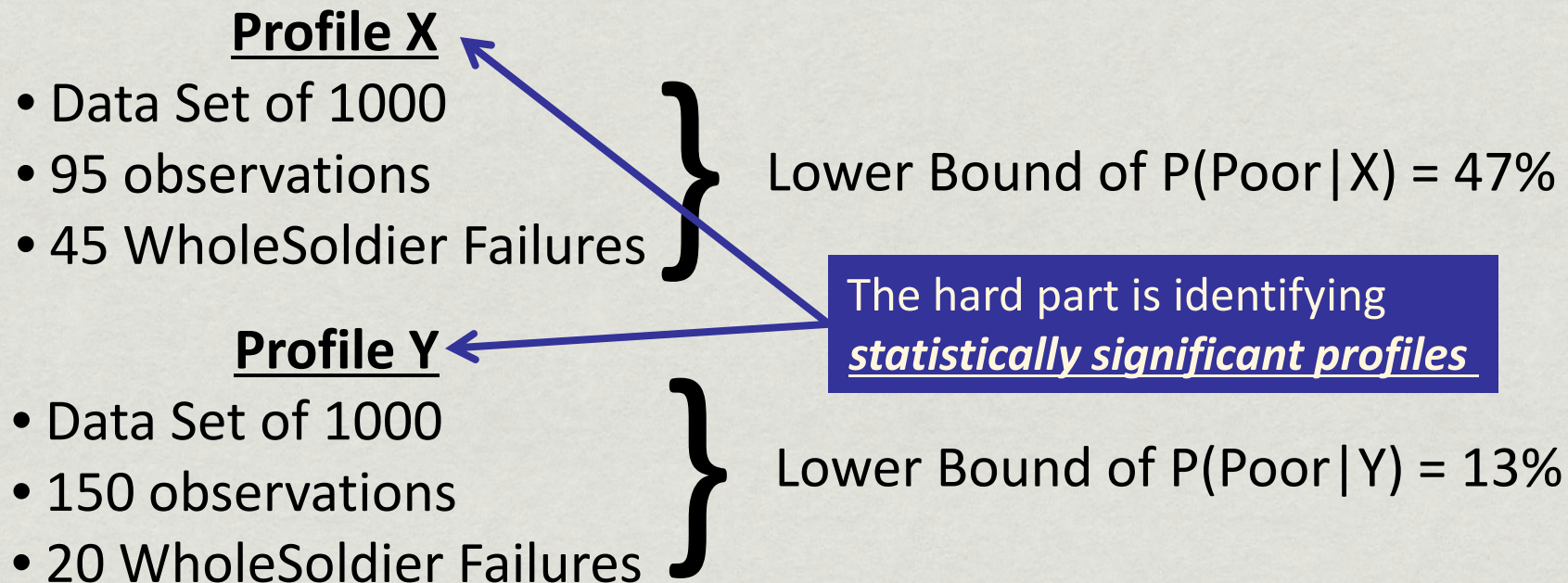


Lower Bound of $P(\text{Poor} | Y) = 13\%$

Hypothetical WholeSoldier Application



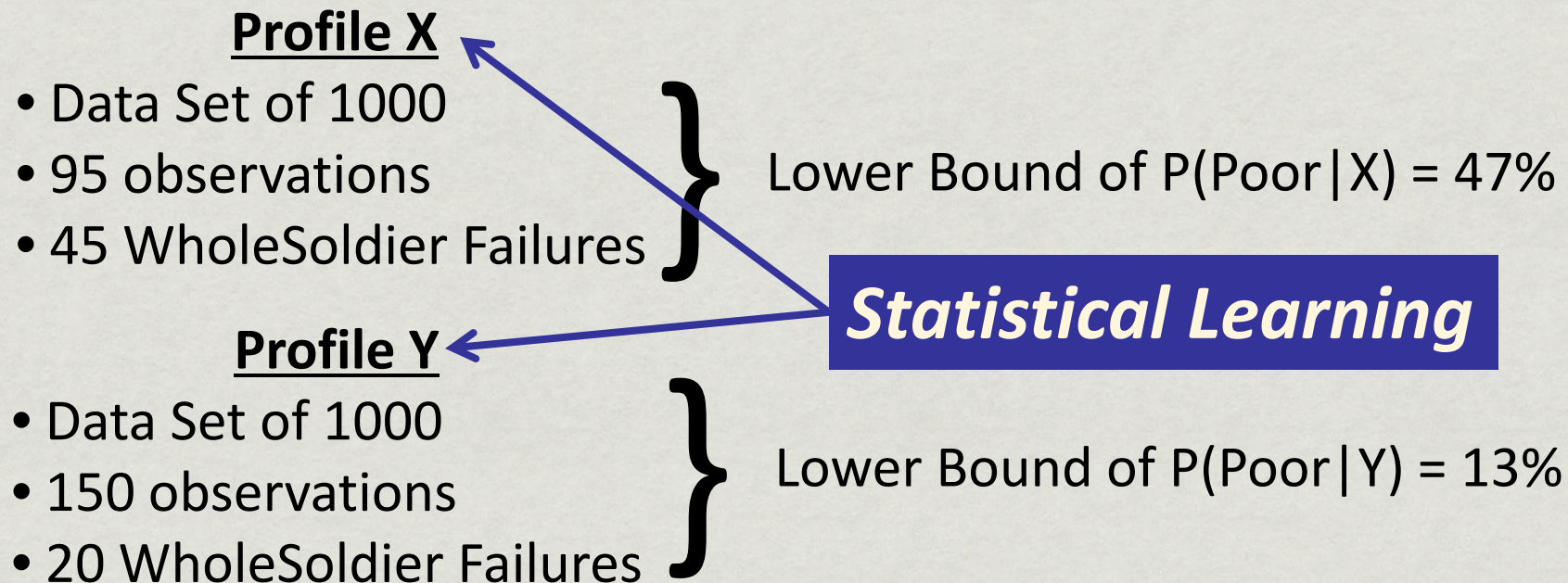
- ♦ The outcome of this analysis is a series of profiles.
- ♦ Because of measurement error (accuracy/precision) on the response variables, it is not possible to calculate the probability of poor performance for a given profile.
- ♦ It is possible to calculate a lower bound of that probability using the presumption of competence.
- ♦ We can use that lower bound as a profile risk score.



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Questions/Discussion



1. WholeSoldier Performance Study (MAJ Dees)

*Problem: The Army needs a **holistic model** of Soldier performance in the **moral, cognitive, and physical domains**.*

2. WholeOfficer Performance Study (Cadets)

*Problem: The Army needs a system to accurately **assess the performance of officers** in a **holistic manner** that provides **significant distinction**.*

3. WholeCadet Performance Study (Cadets)

*Problem: USMA needs a system to accurately **assess the performance of cadets** in a **holistic manner** that provides **significant distinction**.*

4. WholeRecruit Potential to Performance Study (MAJ Huddleston)

*Problem: The Army needs a **holistic model** of recruit potential to **predict WholeSoldier Performance**. The Army can establish **automated data-basing** of WholeSoldier Performance data that facilitates **longitudinal modeling** of WholeRecruit Potential to **provide strategic situational awareness** and **leading indicators**.*





Quality Cadet: Problem Definition and Idea Generation

By:

CDT Bunz

CDT Morrison

CDT Park

CDT Shields



Agenda



- The Problem
- Admissions
- Current System
- Breakdown of Current Cadet Assessment
- Current Evaluation System
- Issues
- Assessment Tool
- Solution Implementation



Define the Problem



- Problem
 - *Currently the United States Military Academy assesses cadets based on Academic, Military, and Physical performance. However, the measures used to evaluate cadets and the weights assigned to each subcategory of the three pillars may not accurately reflect the qualities that West Point should be concerned with when focused on molding future Army Officers.*
- Assumption
 - Cadet Leader Development System (CLDS) document represents what we want with regards to cadet assessment.
 - We will assess cadets in line with CLDS



Problem Statement

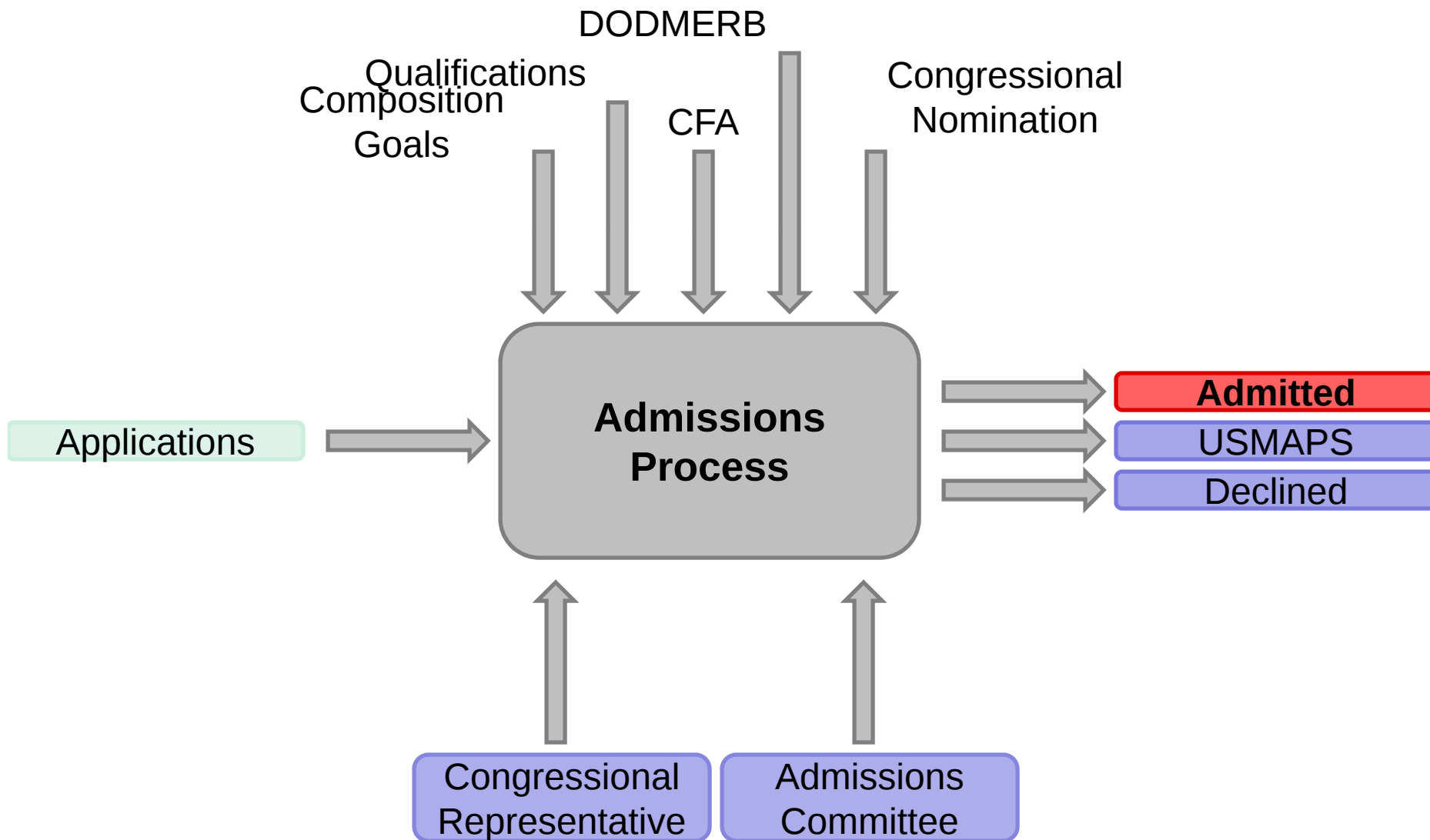


The United States Military Academy stands to produce commissioned leaders of character, ones that produce on and off the battlefield. Thus, West Point strives to achieve a standard out of each cadet in certain areas that are believed to correlate well to the Army. Cadets are ranked based on these criteria, leading to a Cadet Performance Score at the end of their time here at West Point. This ranking determines what branch of the Army and what unit the cadet will serve in, based on merit-based selections.

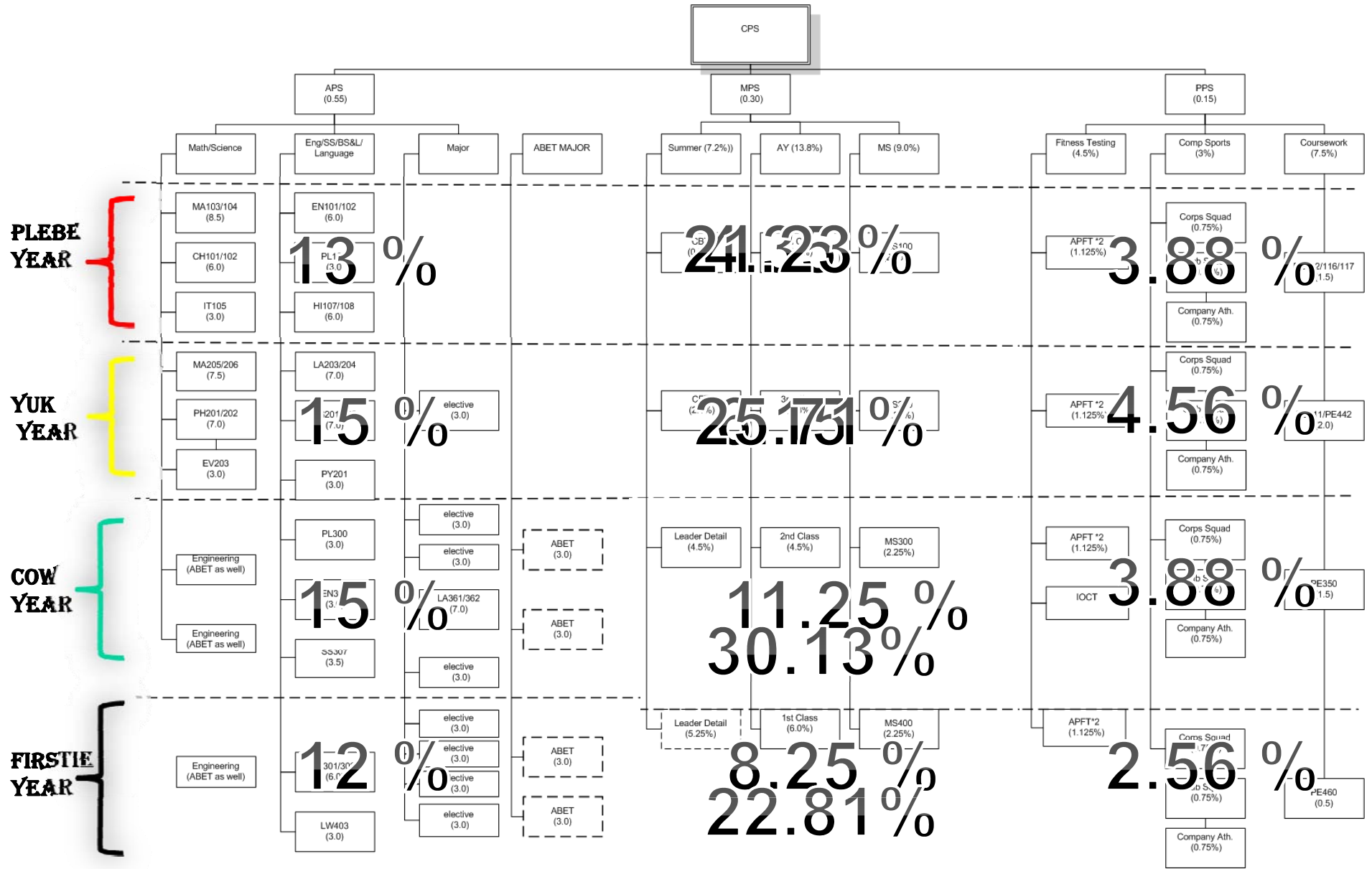
The Academy **needs a system to accurately assess the performance of cadets in a holistic manner that provides sufficient distinction.** The system should reflect what we want and provide insight into the **true quality of a cadet.**



Admissions I

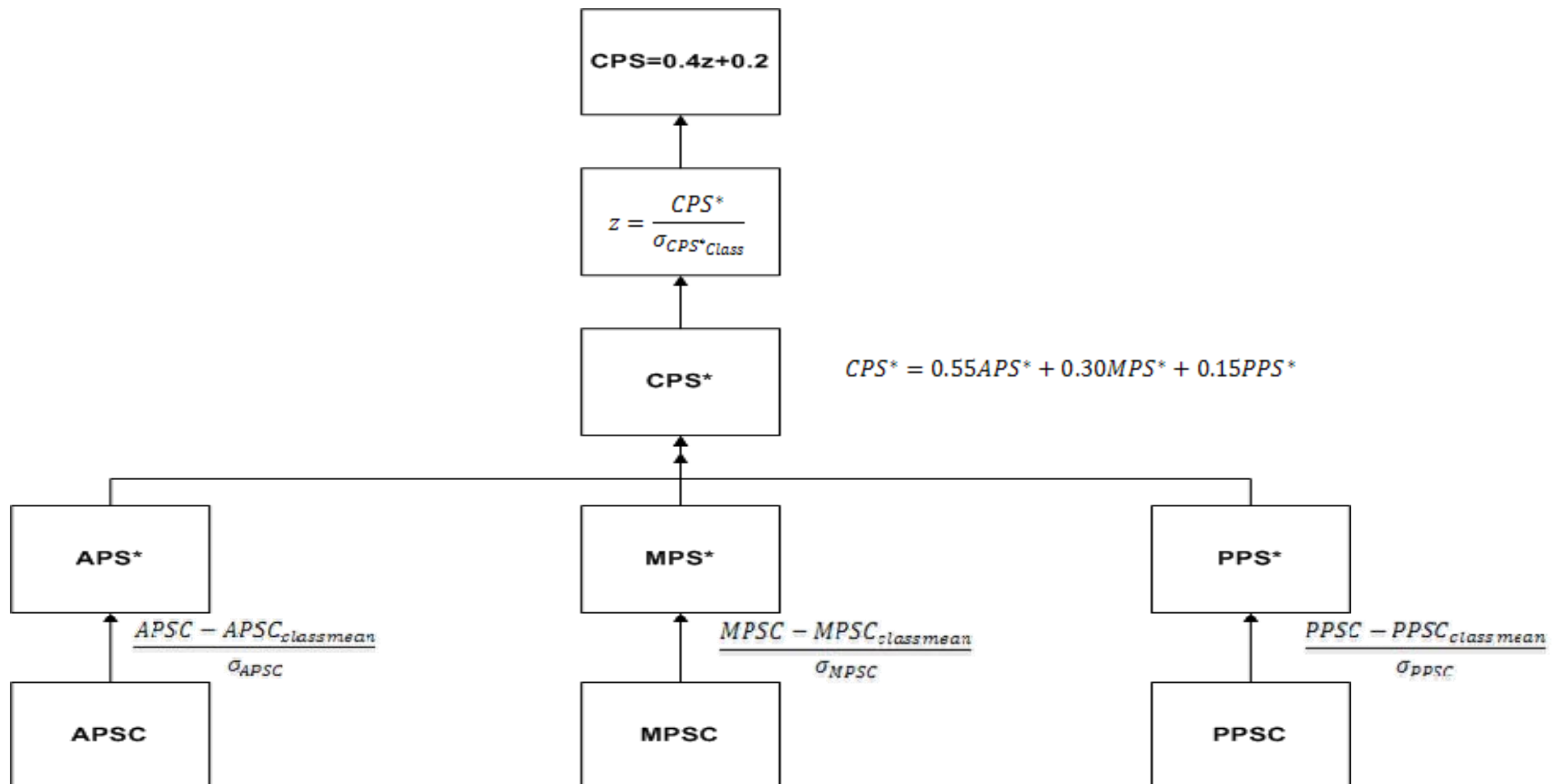


Current Cadet Assessment



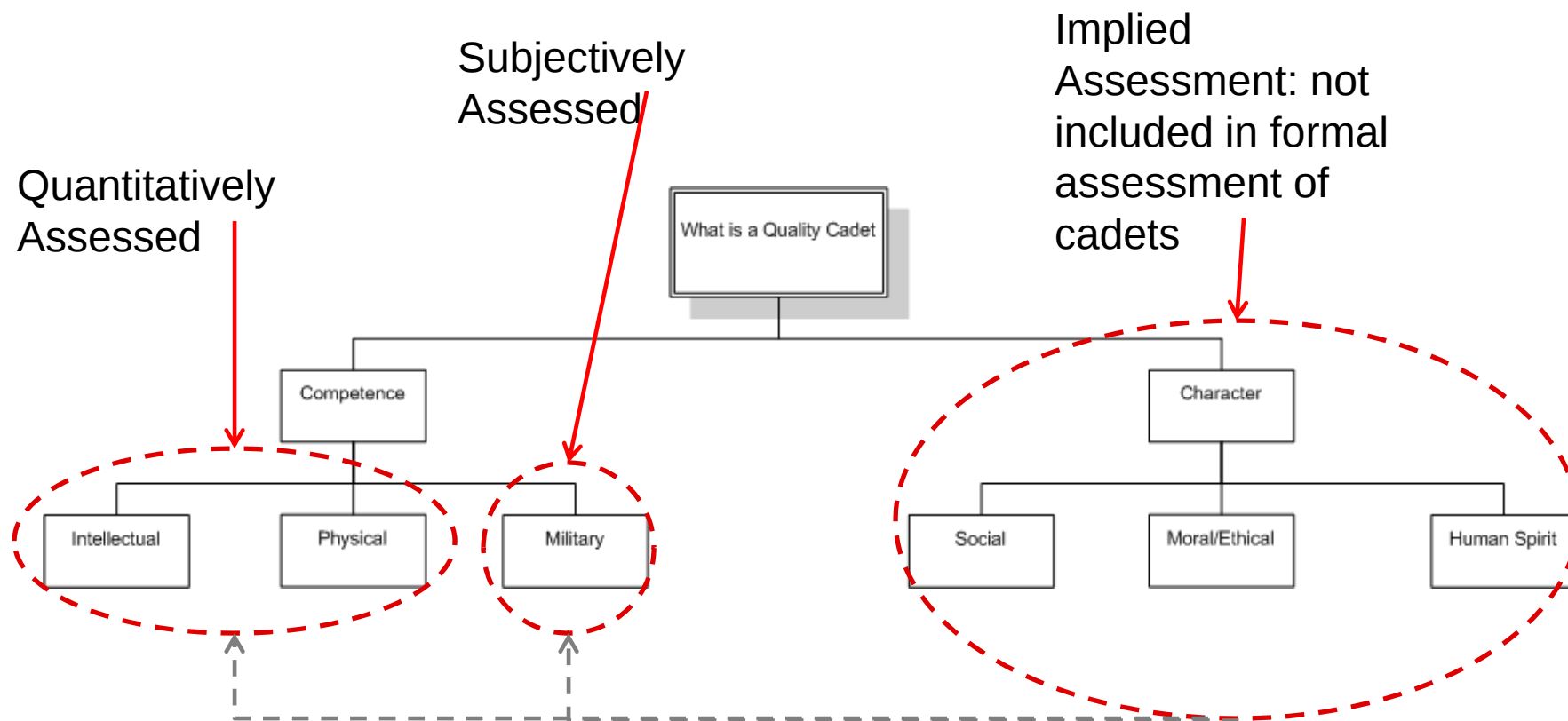


Current Assessment Continued:





Continued: CLDS





Continued...



- Tools used to “subjectively assess” the military domain:
 - Periodic Development Reviews (PDR)
 - Paper Counseling
 - Cadet Observation Reports (COR)



ISSUES



- Are these tools effective?
 - NO!
 - PDRs, counseling, and CORs are rarely referenced when grading an individual on military performance
- Does 360 degree assessment exist?
 - Not explicitly!
 - The Rater, Intermediate Rater, and TAC control 100% of the individuals grade
 - What about the subordinates, peers, and other influencers external to the CoC?



Stakeholder Thoughts



- MAJ Mayo: Representative of the Brigade Tactical Department
 - When grading cadets *militarily*, “we need to take a 360 degree approach.”
- COL Sweeny: Member of the CLDS committee and coauthor of Leadership Lessons from West Point.
 - He feels that a 360 degree assessment is a necessity for Cadet Development.



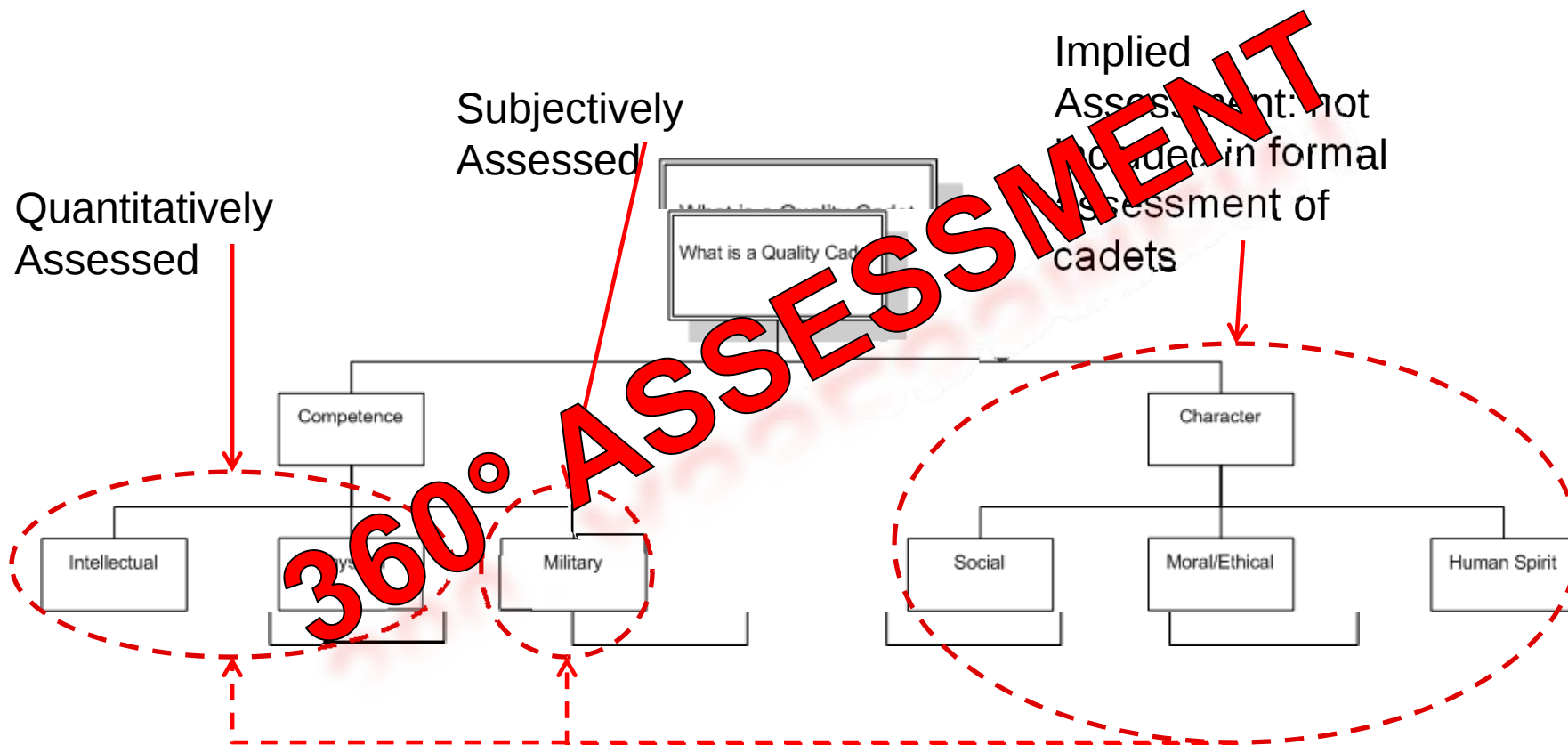
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- MAJ Geraci: Representative of Behavioral Studies and Leadership
 - “The perfect officer is someone who can think, feel, sense, and be intuitive.”
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Our Goal





Our Model



- Assessment Tool
 - Category headings of
 - Individual Character and Competence
 - 9 questions for Character and 9 questions for Competence
 - » Rated on a 0-4 scale by Superiors, Subordinates, and Peers
 - » 4: Above Center of Mass Upper Half
 - » 3: Above Center of Mass Lower Half
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 - The model will sum the scores and generate a total.
 - The total will correspond with an assigned letter grade.



Example of Assessment Form



Character:

- Moral Courage
- Courage
- Performance under stress
- Humility
- Initiative
- Fairness
- Resilience
- Selflessness
- Compassion

INDIVIDUAL CHARACTER					
1. Moral Courage: Strength to seek to discover the truth and decide what is right. Ability to make the right decision based on values and principles despite consequences.					
	Does not exhibit moral/ethical behavior on a daily basis. Fails to possess personal integrity in his or her decisions.		Makes sound decisions with minor lapses in judgement. Displays a desire for continual improvement.		Demonstrates excellent decision making based on principles of doing what is right. Respected as the highest moral example for others.
☐ N/A	☐	☐	☐	☐	☒
2. Courage: Personal acceptance of accountability and responsibility. Strength to overcome difficulties or fears.					
	Fails to put forth an effort to accomplish the mission. Tends to show coward-like behavior.		Possesses the ability to put fear aside to accomplish the mission; however, has not yet internalized this mentality. Shows signs of hesitation but is eager to improve.		Strives to accomplish the mission and overcome any obstacles that pose potential problems without hesitation
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Competence:

- Motivation
- Professionalism
- Presence
- Communication
- Knowledge
- Creativity
- Leader (Rater)
- Follower (Rater)
- Team Player (Rater)
- Control
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- Attributes derived from a combination of input from Cadets, Officers, Nate Self, the Commandant, and our Capstone Team.



Implementation Experiment



- Test on First Class Cadets in 3rd Regiment
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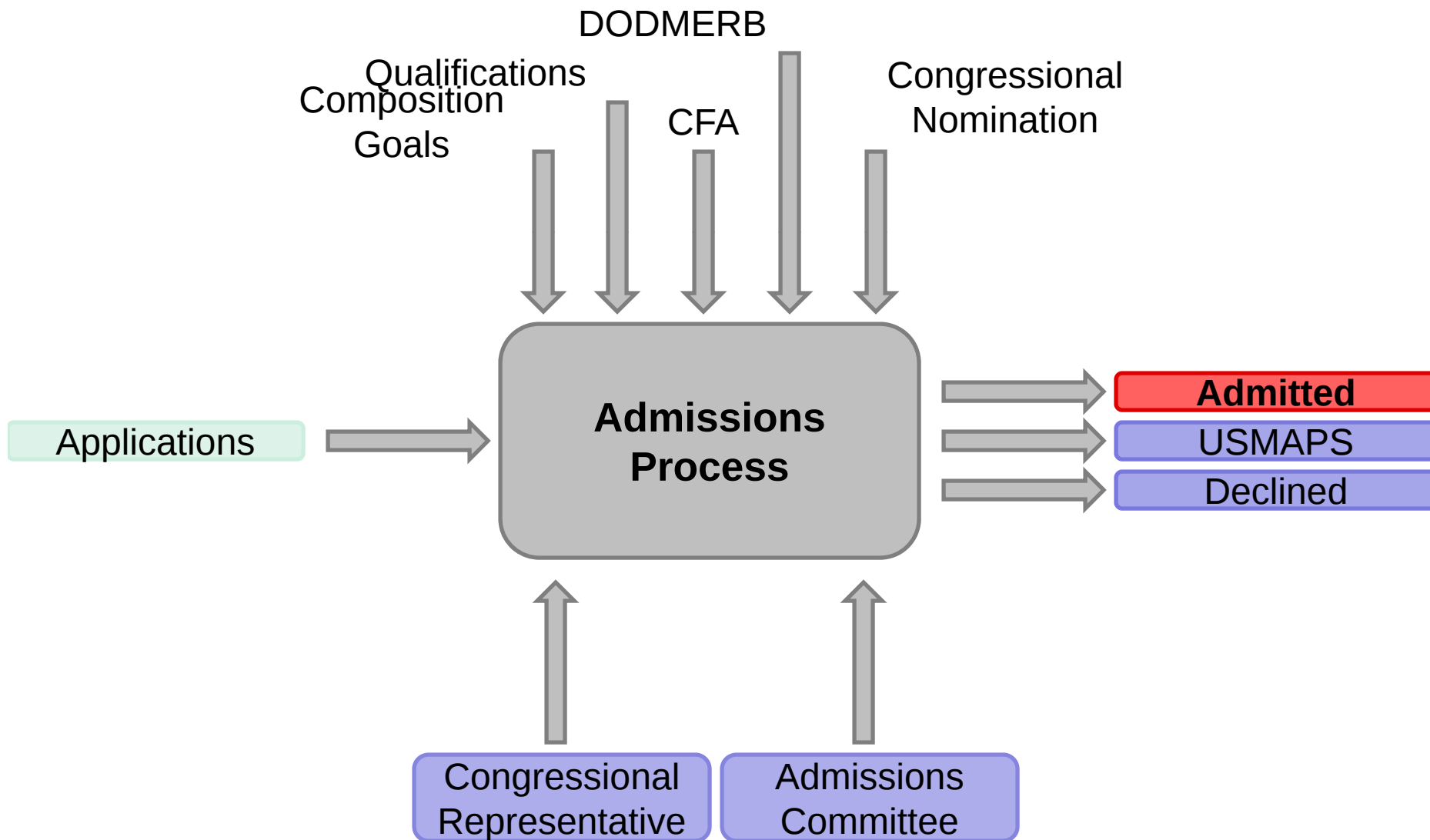


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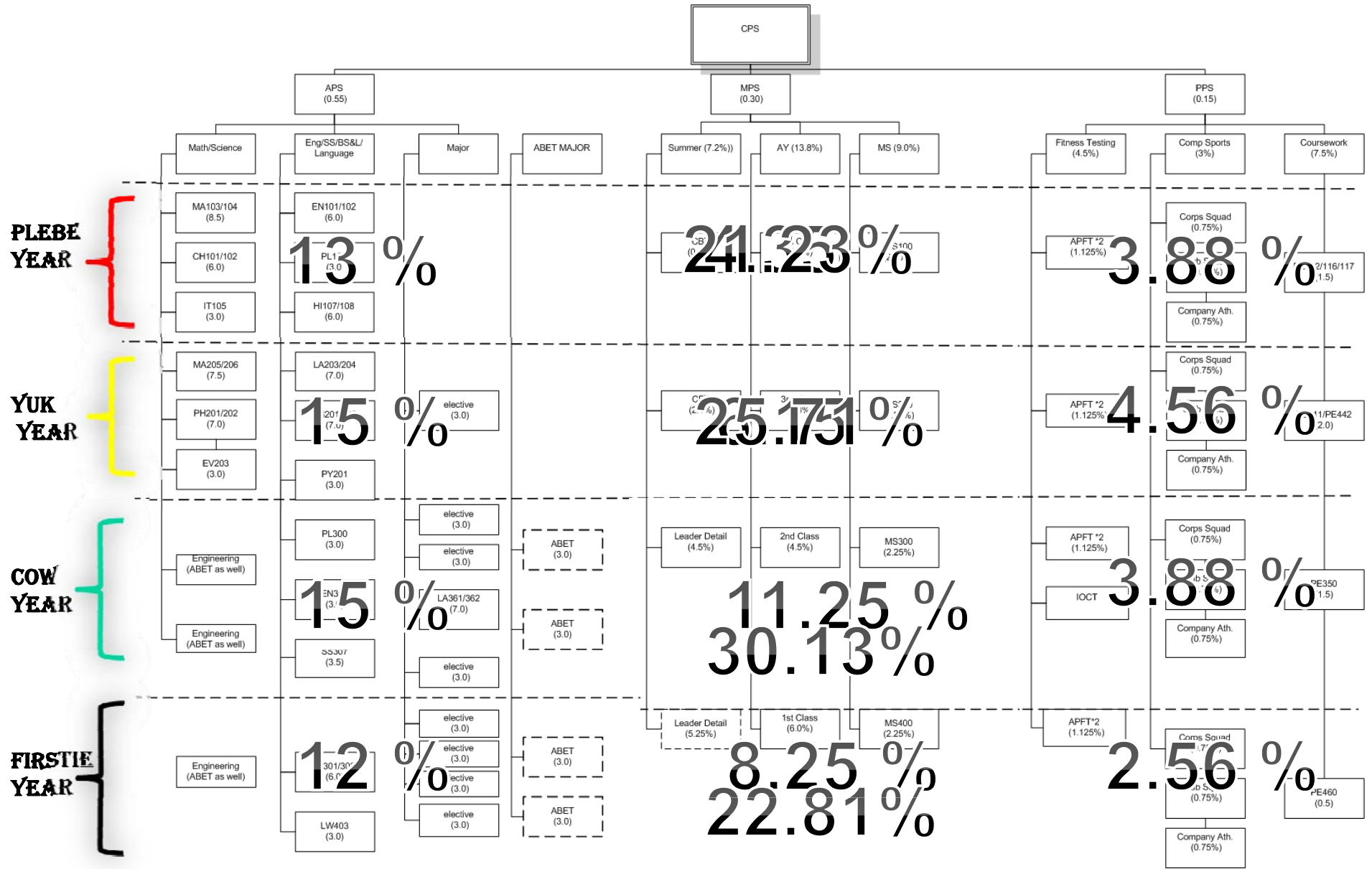
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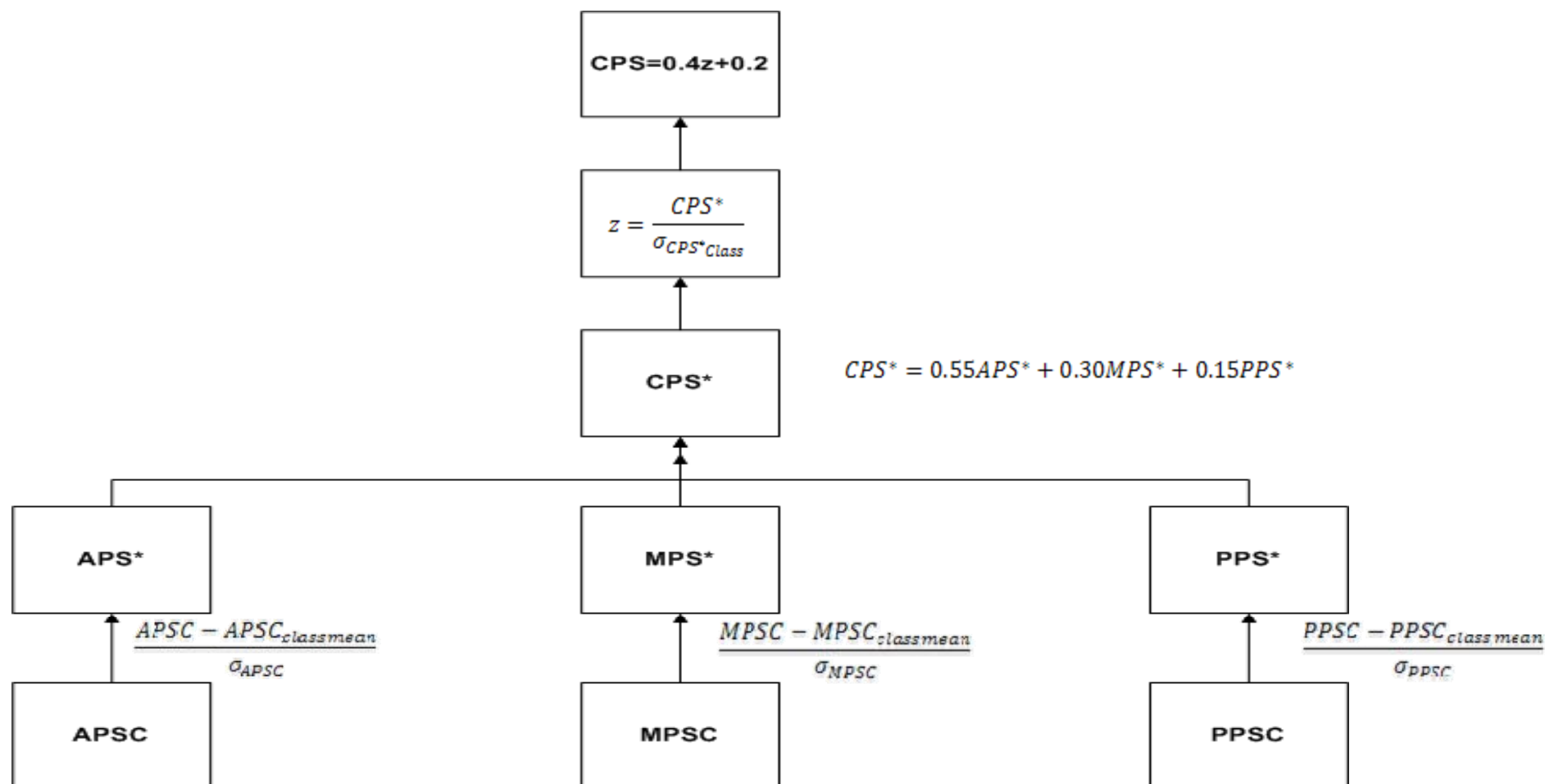


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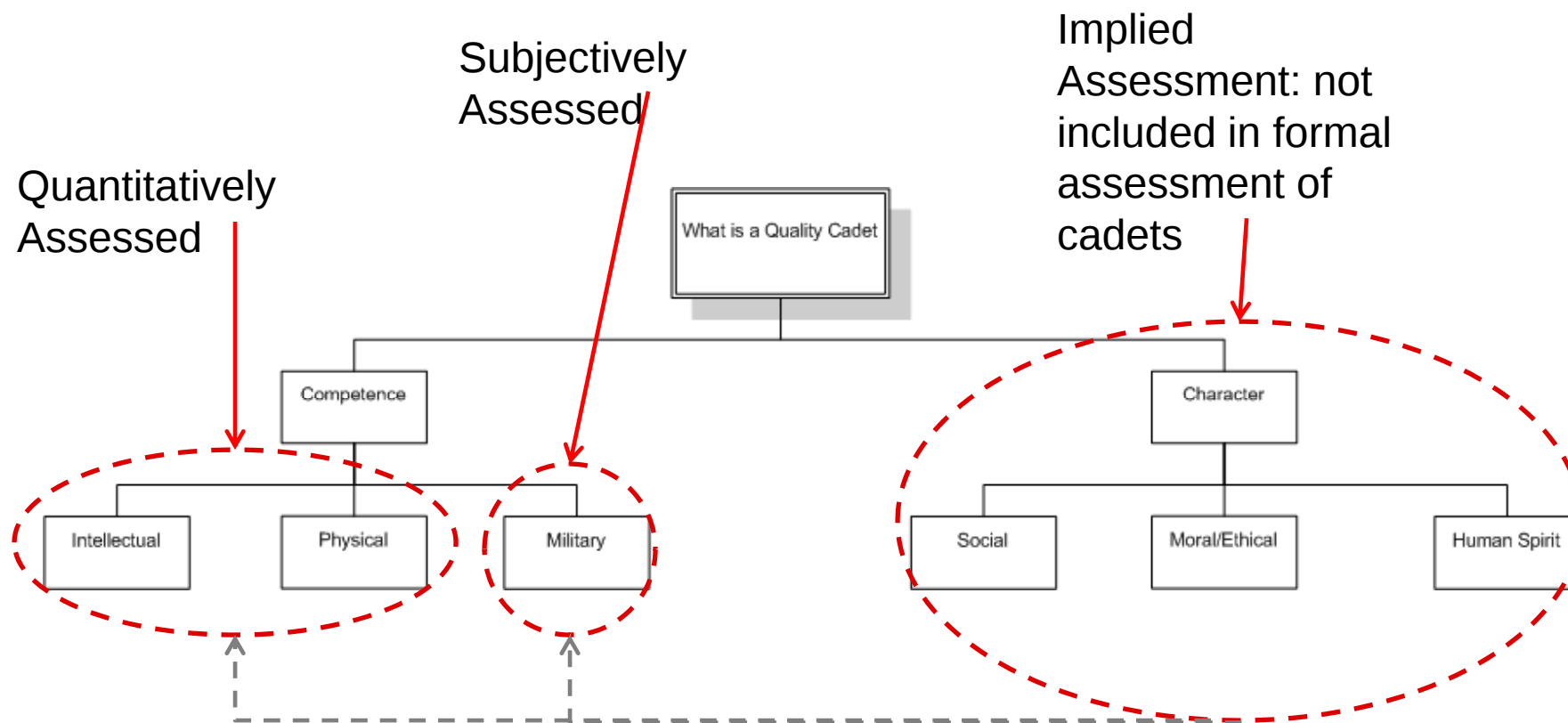


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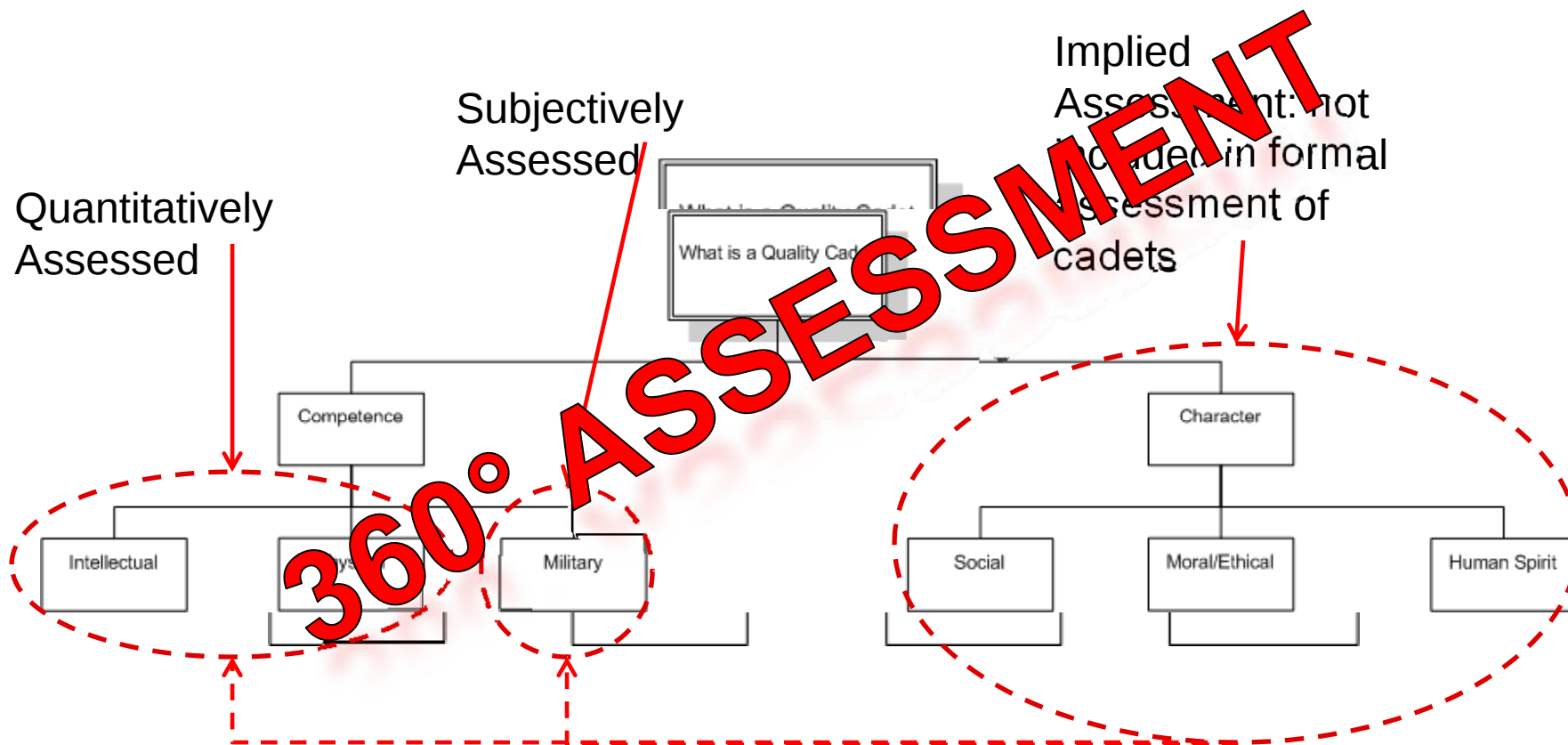
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