



Research Product 2018-06

**Development of a Behaviorally
Anchored Rating Scale for Leadership**

Tatiana H. Toumbeva
Krista L. Ratwani
Aptima, Inc.

Frederick J. Diedrich
Consulting Principal Scientist

Scott M. Flanagan
Sophia Speira

Elizabeth R. Uhl
U.S. Army Research Institute

January 2018

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

Approved for public release; distribution is unlimited.

**U.S. Army Research Institute
for the Behavioral and Social Sciences**

**Department of the Army
Deputy Chief of Staff, G1**

Authorized and approved:

**MICHELLE SAMS, Ph.D.
Director**

Research accomplished under contract
for the Department of the Army by

Aptima, Inc.

Technical review by

Jayne Allen, U.S. Army Research Institute

NOTICES

DISTRIBUTION: This Research Product has been submitted to the Defense Information Technical Center (DTIC). Address correspondence concerning ARI reports to: U.S. Army Research Institute for the Behavioral and Social Sciences, Attn: DAPE-ARI-ZXM, 6000 6th Street Building 1464 / Mail Stop: 5610), Fort Belvoir, VA 22060-5610.

FINAL DISPOSITION: Destroy this Research Product when it is no longer needed. Do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: The findings in this Research Product are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

REPORT DOCUMENTATION PAGE			<i>Form Approved</i> OMB No. 0704-0188		
1. REPORT DATE (DD-MM-YYYY) 01-24-2018	2. REPORT TYPE Final		3. DATES COVERED (From - To) 09-03-2015 – 09-02-2017		
4. TITLE AND SUBTITLE Development of a Behaviorally anchored Rating Scale for Leadership			5a. CONTRACT NUMBER W5J9CQ-11-D-0004		
			5b. GRANT NUMBER		
			5c. PROGRAM ELEMENT NUMBER 62278		
6. AUTHOR(S) Tatiana H. Toumbeva, Krista L. Ratwani, Frederick J. Diedrich, Scott Flanagan, & Elizabeth R. Uhl			5d. PROJECT NUMBER A790		
			5e. TASK NUMBER		
			5f. WORK UNIT NUMBER		
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) Aptima, Inc. 12 Gil Street, Suite 1400 Woburn, MA 01801			8. PERFORMING ORGANIZATION REPORT NUMBER		
9. SPONSORING / MONITORING AGENCY NAME(S) AND ADDRESS(ES) U. S. Army Research Institute for the Behavioral & Social Sciences 6000 6 TH Street (Bldg. 1464 / Mail Stop 5610) Fort Belvoir, VA 22060-5610			10. SPONSOR/MONITOR'S ACRONYM(S) ARI		
			11. SPONSOR/MONITOR'S REPORT NUMBER(S) Research Product 2018-06		
12. DISTRIBUTION/AVAILABILITY STATEMENT: Approved for public release; distribution is unlimited.					
13. SUPPLEMENTARY NOTES Contracting Officer's Representative and Subject Matter POC: Dr. Elizabeth R. Uhl					
14. ABSTRACT The Army Operating Concept indicates that the Army must be prepared to face diverse threats in the future in which leaders and Soldiers will employ traditional and unconventional strategies in a variety of operational environments. Improving Soldier performance is critical for success in complex environments. Within this larger context, the mission of the U.S. Army's Officer Candidate School (OCS) is to develop junior Officers who are technically and tactically proficient and capable of leading units that are adaptive and resilient. The current work focused on the development of an observer-based behavioral measure to help instructors more reliably and accurately evaluate the development of leadership attributes and competencies across OCS candidates while in garrison. An iterative process was followed to develop the behavioral anchors, including observations and focus groups with OCS instructors. Preliminary results point to the utility of the measure for assessing leadership in a garrison environment, including integration with self-assessment and peer evaluations and also for training new instructors. The research highlights a potential application for assessing leadership in a field setting.					
15. SUBJECT TERMS Leader Attributes; Army Leader Requirements Model, Assessment, Leader Development					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES	19a. NAME OF RESPONSIBLE PERSON Dr. Jennifer S. Tucker
a. REPORT Unclassified	b. ABSTRACT Unclassified	c. THIS PAGE Unclassified			Unlimited Unclassified

Development of a Behaviorally Anchored Rating Scale for Leadership

Tatiana H. Toumbeva

Krista L. Ratwani

Aptima, Inc.

Frederick J. Diedrich

Consulting Principal Scientist

Scott M. Flanagan

Sophia Speira

Elizabeth R. Uhl

U.S. Army Research Institute

**Fort Benning Research Unit
Jennifer S. Tucker, Acting Chief**

January 2018

Approved for public release; distribution is unlimited.

ACKNOWLEDGEMENTS

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

DEVELOPMENT OF LEADERSHIP BARS

CONTENTS

	Page
INTRODUCTION	1
CURRENT RESEARCH	3
MEASURE DEVELOPMENT	3
DISCUSSION	6
REFERENCES	8
APPENDIX A: LEADERSHIP BARS	A-1

TABLE

TABLE 1. EXAMPLE LEADERSHIP RATING DEFINITIONS	2
--	---

FIGURE

FIGURE 1. THE ARMY LEADERSHIP REQUIREMENTS MODEL.....	1
---	---

Development of a Behaviorally Anchored Rating Scale for Leadership

Introduction

U.S. Army leaders must be technically and tactically proficient and capable of leading units that are adaptive and resilient. Leaders who master the attributes and competencies outlined in the Army leadership requirements model are expected to think critically, solve problems, show initiative, and demonstrate character and accountability in their actions (see Figure 1, U.S. Department of the Army, 2013). Assessment of these attributes and competencies is an integral component of many leader development programs. Accurate assessment based on observable behaviors supports formative feedback and contributes to leader self-awareness, learning, and growth (U.S. Department of the Army, 2015).

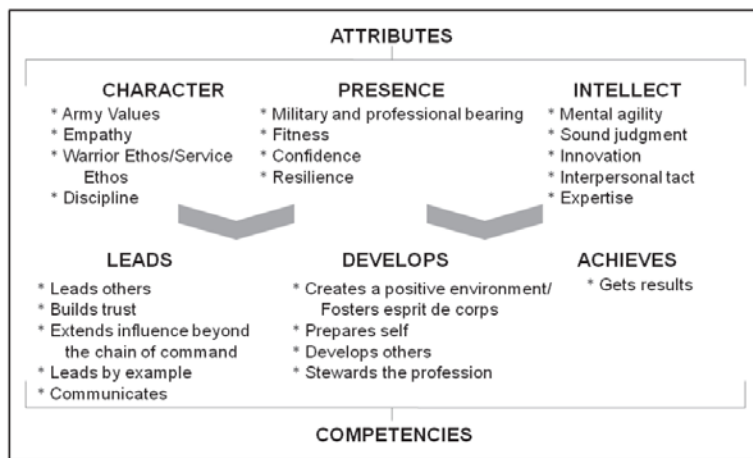


Figure 1. The Army leadership requirements model (U.S. Department of the Army, 2013).

The mission of the U.S. Army's Officer Candidate School (OCS) is to develop junior Officers who are capable of addressing future mission challenges and complexities (U.S. Department of the Army, 2014). OCS instructors are tasked with developing and evaluating the future leaders of the Army on a variety of tactical and technical skills, as well as the leadership attributes and competencies described in the Army leadership requirements model.

Several issues exist that make leadership assessment challenging in OCS. Currently, leadership ratings are made using a form that only contains a brief definition of each attribute and competency (see Table 1 for examples). Although these attributes and competencies are conceptually defined within Army doctrine (U.S. Department of the Army, 2012), operational or behavioral definitions have not been developed. As such, different instructors may interpret and evaluate each attribute and competency differently across OCS candidates and over time. For example, one instructor may believe a given behavior is indicative of *needs improvement*, whereas another instructor may consider the same behavior as *satisfactory*. Discrepancies stemming from a lack of standardization may lead to inconsistent performance expectations and difficulty in providing consistent formative feedback to OCS candidates. Leader assessments must be objective, consistent, and systematic in order to enable instructors to effectively capture data that allow for (a) a more holistic view of student performance and development; (b) an ability to better discriminate among proficiency levels; and (c) the

provision of more targeted, individualized feedback to boost each candidate’s learning experience.

Table 1

Example Leadership Rating Definitions

	Core Categories	Sub-Categories	Definition
Attributes	<i>Character</i>	Loyalty	Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit and other Soldiers
	<i>Presence</i>	Resilience	Shows a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus
	<i>Intellect</i>	Sound Judgment	Assesses situations and people, and draws feasible conclusions; makes sensible and timely decisions
Competencies	<i>Leads</i>	Builds Trust	Establishes conditions that foster a positive command climate
	<i>Develops</i>	Develops Others	Encourages and supports others to grow and succeed as individuals and teams; facilitates the achievement of goals; makes the organization more versatile and productive
	<i>Achieves</i>	Gets Results	Provides guidance and manages resources; ensures tasks are accomplished consistently, ethically, on time, and to standard through supervising, managing, monitoring, and controlling the work

Note: Definitions from ADRP 6-22 (U.S. Department of the Army, 2012)

Assessment standardization and consistency can be enhanced with the help of appropriate support tools, such as behaviorally anchored rating scales (BARS). BARS consist of specific, observable behaviors (i.e., behavioral anchors) that exemplify critical performance dimensions or job relevant attributes or competencies at different proficiency levels relevant to the target context (Smith & Kendall, 1963). Many studies have pointed to the benefits of BARS since their inception and their use for performance assessment has become commonplace across a variety of work settings, especially where well-defined criteria are lacking (e.g., Hedge, Borman, Bruskiwicz, & Bourne, 2004; Jacobs, Kafry & Zedeck, 1980; Selvarajan & Cloninger, 2009). Behavioral anchors focus the attention of raters on what to look for when evaluating performance and guide their interpretation of the evidence in a manner befitting the standards and expectations of the training context. BARS are useful for creating a shared mental model about how certain performance dimensions can manifest behaviorally in the target context, thereby reducing ambiguity and increasing rater accuracy (Guion, 2011). Without this frame of reference, raters might be compelled to make a general judgment about an abstract construct, make an inferential leap, or base their evaluation on irrelevant factors. Priming raters to discern relevant observable behaviors and using them as a common reference point for their evaluation of performance results in less bias (e.g., fewer leniency and halo errors) and increases interrater

reliability and assessment method accuracy (Borman, 1991; Campbell & Cairns, 1994; Jacobs et al., 1980).

Current Research

The current work focused on the development of an assessment tool to help instructors more reliably and accurately evaluate the development of key leadership attributes and competencies across OCS candidates while in garrison leadership roles. In OCS, leadership assessments follow the overarching conceptual framework of the Army leadership requirements model described above (U.S. Department of the Army, 2013). These attributes and competencies are all a part of the OCS leadership evaluation, totaling 29 leadership criteria on which each OCS candidate is assessed when in an assigned leadership role in the garrison environment (e.g., Squad Leader, Company Commander). This research specifically focused on the development of an objective behavior-based measure (i.e., BARS) of these leadership attributes and competencies. The goal of the measure was to enhance consistency across instructors (especially those who are new to OCS) by helping to develop a shared understanding of the meaning and manifestation of the leadership attributes and competencies across levels of performance within the OCS training context. Ultimately, the measure can facilitate a more reliable assessment process that more effectively discriminates among performance proficiency levels and enables the provision of customized, targeted feedback. Formative feedback can help to guide Soldier development and enhance future performance, such as by referencing attainable, actionable behavioral examples higher up in the rating continuum. For example, if an OCS candidate is rated as *satisfactory* for a particular competency based on the instructor's observations, the instructor can help the candidate set goals by directing him/her to the types of behaviors characteristic of an OCS candidate in the *excellent* or *outstanding* categories for that leadership competency. The remainder of this document describes the development of a measure for all 29 sub-categories included in the Army leadership requirements model.

Measure Development and Validation Results

To develop a measure that helps OCS instructors accurately assess leadership in OCS candidates, a series of data collection sessions were conducted. Several instructors participated in multiple sessions. The overarching goals of the data collection sessions were to develop an understanding of the training context and current assessment tools and process, and identify specific behavioral performance indicators for the leadership attributes and competencies on which OCS candidates are evaluated. The performance indicators were used to develop descriptions of specific, observable behavioral examples or anchors across a four-point proficiency-level continuum ranging from *needs improvement*, to indicate that the OCS candidate is engaging in behaviors that do not meet the intent of that leader attribute, to *outstanding*, to describe the behaviors that leaders should be seeing when a candidate is excelling at that attribute. A rating of *satisfactory* indicates that the OCS candidate is performing at baseline per OCS and Army doctrine, whereas a rating of *excellent* is a proficiency level along the continuum, between *satisfactory* and *outstanding*. The behavioral anchors were tailored to the OCS training context using input from OCS instructors, OCS doctrine, and subject matter experts.

An iterative development process was used in which focus groups with OCS instructors were followed by content revision. Data Collection 1 was a three-day workshop with OCS instructors ($n = 4$) to gather feedback on the current leadership evaluation forms and identify performance indicators for the leadership attributes and competencies currently assessed in OCS. On Day 1, the leadership assessment process was discussed with instructors, including how, when, and why the current leadership evaluation forms are used and specific challenges associated with how assessments are currently made. On Days 2 and 3, instructors were asked to provide examples of observable behavioral performance indicators for the leadership attributes and competencies. Specifically, instructors verbally described key elements of leadership and provided example behaviors (e.g., treats others fairly and with respect) they look for when assessing each leadership attribute/competency across relevant OCS training events. Once critical themes and elements were identified, observable behaviors were specified for each of the four performance levels/rating categories (i.e., *needs improvement*, *satisfactory*, *excellent*, and *outstanding*). For example, instructors indicated that an OCS candidate who *needs improvement* in confidence may waver, second guess, not make a decision, or ask others to make a decision for him/her, whereas an *outstanding* candidate would make a sound decision in a timely manner and be able to articulate his/her reasoning while seeking feedback to refine the plan as needed. The workshop yielded a list of behavioral examples for nine leadership attributes (under presence and intellect) and 10 competencies (under leads, develops, and achieves). Due to time constraints, the attributes under character were not discussed in this workshop. Following Data Collection 1, iterative revision of the behavioral anchors were made to enhance the clarity, consistency, comprehensiveness, and observability of the behavioral statements across the rating scale categories.

Following these revisions, the measure was piloted with two OCS companies. The primary goal of this pilot was to identify an initial workflow and gather feedback on the behavioral anchors developed to date. Paper and electronic (PDF) copies of the measure were distributed to OCS instructors to use in their regularly scheduled training events over the course of several weeks. Instructors were briefed on the fundamental assumptions behind the measure including the caution that the provided behavioral anchors are not exhaustive nor are they a checklist; rather, the anchors should serve as a guide on what to look for when evaluating leadership in the context of OCS. The instructors were allowed to decide where, when, and how to use the measure.

Separate focus groups were conducted with instructors from each company that participated in the pilot. As part of the first post-pilot focus group (Data Collection 2), instructors ($n = 5$) were asked to help refine the anchors for a prioritized set of leadership attributes and competencies including fitness, sound judgment, leads by example, creates a positive environment, and gets results. These attributes and competencies were prioritized because they had the least detail from previous data collection sessions. Feedback was also gathered on the prospective utility and usability of the measure for evaluating leadership performance in the OCS context. According to the instructors, the main benefits of the measure was to (a) serve as a guide for new instructors; (b) provide justification for certain ratings if questions/concerns arise; (c) help with evaluation in ambiguous situations; and (d) help with composing the evaluative and formative comments that accompany the leadership assessment ratings. Overall, this focus group resulted in minor wording changes to some of the behavioral anchors, deletions of irrelevant and

low priority behaviors, and transition of some behavioral anchors to different rating categories in order to more accurately reflect performance expectations and standards in this training context.

As part of the second post-pilot focus group (Data Collection 3), instructors ($n = 3$) were asked to provide feedback on the following: (a) if, when, and how they used the measure during the pilot; (b) the utility and usability of the leadership attribute/competency behavioral anchors; (c) the measure development strategy for the attributes under character; and (d) the accuracy of the themes that had been identified by the research team for the Army Values and Warrior Ethos. Instructors were also asked to provide behavioral examples for each Army Value and comment on the relevance of the behavioral examples developed by the research team. Feedback regarding the utility and usability of the measure for performance evaluation in this context was largely consistent with that received during the first post-pilot focus group. Specifically, instructors indicated the behavioral anchors were helpful when giving developmental feedback to OCS candidates and provided the instructors with additional ideas on what to coach. Consistent with Data Collection 2, these instructors suggested that the main prospective benefit of the measure would be to serve as a guide for new instructors during training. Interestingly, one instructor suggested that the measure may be more useful when evaluating leadership in a field setting rather than in garrison given the wide range of behaviors that can be observed in the field. The most critical feedback received pertaining to the character measure was to reduce the behavioral examples to two rating categories (go/no-go). The concern was that the four-point rating scale was unnecessarily complex and examples of wrong and right would be preferable; reducing the content to a few simple, key points of what to observe would be more valuable in this context.

Based on this feedback, the anchors for the character measure were transitioned from the four-point rating scale to a dichotomous rating format. A series of internal working groups and iterative content revisions were conducted to continue refining the character measure, and go/no-go behavioral examples were developed for empathy and discipline. A rating approach for the Army Value honor was also conceptualized in a manner that aligned with the provided Army definition (i.e., if rating on any Army Value equals no-go, then rating on honor should also be no-go).

As part of Data Collection 4, instructors ($n = 2$) were asked to (a) evaluate the dichotomous behavioral indicators for the character portion of the BARS; (b) provide feedback on the relevance and accuracy of the go/no-go behavioral examples in the context of OCS; and (c) discuss the prospective utility of the measure within OCS. The instructors confirmed utility of the dichotomous rating approach and suggested that the measure may be helpful to OCS candidates during the peer evaluation process. Specifically, the anchors would help contextualize and define character for OCS candidates, and may enhance the quality of peer commentary. Instructors also discussed the prospective utility of the measure for self-assessment; namely for promoting introspection in OCS candidates. Following this focus group, the character measure was refined based on feedback from instructors, resulting in minor wording and content changes. Subsequently, the behavioral anchors were reviewed by the research team to improve clarity, relevance, completeness, and consistency.

To explore the potential application of the BARS to a field training environment, field training observations were conducted. Five members of the research team observed squad-level field training exercises where OCS candidates were rotated into squad leader positions and

evaluated by an OCS instructor on their ability to lead in a simulated combat environment. Approximately 10 hours of observations were conducted over the course of two days with four squads. Observations focused primarily on the behavior of the assigned Squad Leader within each exercise. During the observations, the researchers used the BARS as a frame of reference and independently noted observed leadership behaviors; these behaviors were subsequently tagged to a particular leadership attribute or competency. Collectively, behavioral examples were discerned for 25 of the 29 attributes and competencies. Although not all leadership attributes and competencies were observed during the field training, no major content gaps were identified and many of the behaviors contained within the BARS were relevant to the field context.

Following the field observations, one final internal working session was held to revise the behavioral anchors. Minor revisions were made to clarify content, remove inconsistencies and redundancies, and better differentiate among the proficiency levels. The measure was then sent to an OCS instructor for final review, which yielded no further revisions. The final leadership BARS are in Appendix A.

Discussion

The research presented here describes the development of a behaviorally anchored rating scale for the leader attributes and competencies assessed in OCS. The scale was developed to help instructors consistently and reliably evaluate leader attributes and competencies during key OCS training events.

Throughout the development process, OCS instructor feedback about the measure was largely positive yet constructive, enabling the iterative improvement and refinement of the content. Emerging from this process were ideas for potential applications of the final product. Although using the developed tool as a grading form would be difficult given its length, the measure can serve as a guideline for new instructors who do not have experience assessing leadership in the context of OCS. As such, the measure would help to orient new instructors toward important behaviors to focus on during evaluation or while providing individualized coaching. Incorporating this measure into existing instructor onboarding or training curricula (e.g., instructor certification) is one way in which new instructors could be introduced to the utility and usability of the measure in the target context. Another potential application for the developed measure is to facilitate and enrich the self-assessment and peer evaluation process. For example, when integrated with peer evaluations, the behavioral anchors can enable OCS candidates to provide more concrete, meaningful, and actionable feedback to one another that is specific to certain areas of leadership performance. Furthermore, even though the leadership behavioral anchors were developed for use in garrison leadership training contexts, the preliminary findings point to the potential utility of the measure for leadership evaluation in a field setting due to overlap.

In summary, the leadership measures can serve to: (a) supplement existing evaluation forms used in OCS; (b) facilitate more objective and consistent assessment of OCS candidates across OCS instructors and over time; (c) orient instructors toward important behaviors to focus on during evaluation; (d) facilitate ratings in ambiguous situations; (e) provide justification for certain ratings if questions arise; and (f) support OCS instructors in composing evaluative comments, articulating feedback, and providing individualized formative feedback on sustainment and improvement in a manner that aligns with OCS training outcomes.

Future research should focus on validating the developed leadership measure, as well as examining the impact on formative feedback, learning, and training outcomes. Furthermore, the use of the measure for evaluating leadership in the field should continue to be explored. The attributes and competencies delineated in the Army leadership requirements model are critical for successful performance in field training exercises.

References

- Borman, W. C. (1991). Job behavior, performance, and effectiveness. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of industrial and organizational psychology* (Vol. 2, pp. 271-326). Palo Alto, CA: Consulting Psychologists Press.
- Campbell, T., & Cairns, H. (1994). Developing and measuring the learning organization: From buzz words to behaviors. *Industrial and Commercial Training*, 26, 10-15.
doi:10.1108/00197859410064583
- Guion, R. M. (2011). *Assessment, measurement, and prediction for personnel decisions* (2nd ed.). New York, NY: Routledge.
- Hedge, J. W., Borman, W. C., Bruskiwicz, K. T., & Bourne, M. J. (2004). The development of an integrated performance category system for supervisory jobs in the U.S. Navy. *Military Psychology*, 16, 231-243. doi:10.1207/s15327876mp1604_2
- Jacobs, R., Kafry, D., & Zedeck, S. (1980). Expectations of behaviorally anchored rating scales. *Personnel Psychology*, 33, 595-640. doi:10.1111/j.1744-6570.1980.tb00486.x
- Selvarajan, R. & Cloninger, P. A. (2009). The influence of job performance outcomes on ethical assessments. *Personnel Review*, 38, 398-412. doi:10.1108/00483480910956346
- Smith, P. C., & Kendall, L. M. (1963). Retranslation of expectations: An approach to the construction of unambiguous anchors for rating scales. *Journal of Applied Psychology*, 47, 149-155. doi:10.1037/h0047060
- U.S. Department of the Army, Headquarters (2012). *Army leadership (ADRP 6-22)*. Washington, DC.
- U.S. Department of the Army, Headquarters (2013). *Army leader development program (PAM 350-58)*. Washington, DC: Author.
- U.S. Department of the Army, Headquarters (2014). *Officer Candidate School Standard Operating Procedures*. Retrieved from <https://www.benning.army.mil/infantry/199th/ocs/content/pdf/OCSOP.pdf>
- U.S. Department of the Army, Headquarters (2015). *Leader development (Field Manual No. 6-22)*. Washington, DC: Author.

APPENDIX A
Leadership BARS

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

		Needs Improvement	Satisfactory	Excellent	Outstanding
		<ul style="list-style-type: none"> • Is too slow to take action or overly anxious when executing mission/tasks • Fails to embrace constructive criticism from team 	but may be slow or waver when pressed <ul style="list-style-type: none"> • Acknowledges constructive criticism from team but fails to incorporate 	ambiguity but may be slow, overly cautious, or hesitate when pressed (e.g., unnecessarily seeks validation for decision or permission to take action) <ul style="list-style-type: none"> • Accepts constructive criticism from team but may be slow to adjust 	when mission/task conditions change <ul style="list-style-type: none"> • Embraces constructive criticism from team, and efficiently adjusts
	Resilience	<ul style="list-style-type: none"> • Is unable to bounce back after a negative event; loses composure or becomes flustered when a mistake has been made; fails to course-correct or continue with task/mission • Shuts down upon receipt of negative feedback; avoids interactions and leadership roles after poor performance/criticism • Spreads negative attitude to or about the unit 	<ul style="list-style-type: none"> • Is slow to recover from setbacks • Accepts negative feedback when given but is slow to integrate that feedback and demonstrate improvement 	<ul style="list-style-type: none"> • Recovers from setbacks • Integrates feedback to improve future performance • Maintains composure and tries harder after a negative event (e.g., getting chewed out, making a mistake) 	<ul style="list-style-type: none"> • Quickly recovers from setbacks/mistakes; promptly reassesses situation, adapts on the fly, and continues with task/mission • Learns from mistakes and improves performance, even under stress • Maintains organizational/mission focus despite adversity; demonstrates tactical patience • Attempts to help peers/subordinates bounce back after a negative event • Actively seeks out challenges in order to learn and improve

		Needs Improvement	Satisfactory	Excellent	Outstanding
INTELLECT	Mental Agility	<ul style="list-style-type: none"> • Fails to identify the main problem or does not act to implement a solution • Is inactive, paralyzed • Is consistently surprised by unexpected conditions; lacks forethought; does not plan for contingencies 	<ul style="list-style-type: none"> • Identifies and isolates main problem but may not implement optimal solutions • Does not always anticipate unexpected events or adjust initial plan under changing conditions (e.g., may be reactive or need instructor prompts to approach situation differently) • Unilaterally develops plan resulting in limited contingencies 	<ul style="list-style-type: none"> • Identifies/isolates main problem and implements optimal solutions but may do so slowly or need prompting • Anticipates unexpected events; solves local problem • Collaboratively develops plan with multiple perspectives and contingencies 	<ul style="list-style-type: none"> • Identifies and isolates problems and changes behavior in an optimal and timely manner in response to ambiguous, complex, or changing conditions • Stays one step ahead of problem, identifies second and third order effects, and exploits opportunities as they emerge • Collaboratively develops plan with multiple perspectives and contingencies, leading to optimal plan and execution
	Interpersonal Tact	<ul style="list-style-type: none"> • Fails to adjust tone and interaction style for different contexts; does not respond to non-verbal signals from others (e.g., eye rolling) • Loses self-control • Is intolerant toward diversity (e.g., disregards, refuses to work with, or acts disrespectfully toward peers who are different from self) 	<ul style="list-style-type: none"> • Adjusts tone and interaction style for different contexts but may do so slowly; reacts to non-verbal/social cues • Maintains self-control under standard conditions • Accepts diversity when required (e.g., puts differences aside; treats everyone the same) 	<ul style="list-style-type: none"> • Adjusts tone based on needs and perceptions of others and responds to non-verbal/social cues appropriately • Maintains self-control under stress and adversity • Accepts diversity and works well with others in any context 	<ul style="list-style-type: none"> • Effectively adapts interaction style across multiple contexts • Accepts diversity to enhance unit performance/mission (e.g., brings peers with different perspectives into decision-making process; considers an individual's background when delegating tasks)

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Sound Judgment	<ul style="list-style-type: none"> • Ignores facts, recommendations, feedback, or situational cues • Does not prioritize effectively when under time pressure 	<ul style="list-style-type: none"> • Makes decisions based on available information and reasonable logic for knowledge level but may be rushed or too slow (e.g., does not confirm accuracy of information) • Makes reasonable decision but may not be able to articulate the “why” behind it 	<ul style="list-style-type: none"> • Independently draws feasible conclusions and incorporates others' feedback to make appropriate decisions for knowledge level • Uses available tactical evidence to justify decisions; can articulate the “why” • Asks clarification questions or seeks more information when needed 	<ul style="list-style-type: none"> • Effectively seeks and integrates multiple relevant pieces of information to make an informed decision; considers consequences of decision • Justifies decision making based on doctrine and a sound assessment of the situation • Takes prudent risks when appropriate; uses time wisely and prioritizes effectively, even under stress or time pressure
	Innovation	<ul style="list-style-type: none"> • Maintains status quo; does not offer new ideas or consider different approaches to a situation; sticks to a standard course of action even if it hinders the task/mission • Relies on traditional methods that may not work when faced with challenging circumstances • Relies on the creativity of others to solve problems 	<ul style="list-style-type: none"> • Introduces new ideas but with no overall impact • Attempts to adjust and try novel approaches but may not be effective or practical 	<ul style="list-style-type: none"> • Introduces new ideas that improve the system or organization when standard solutions do not fit; has impact • Creatively approaches challenging circumstances and produces sound alternatives/worthwhile recommendations 	<ul style="list-style-type: none"> • Thinks past standard solutions to recognize opportunities for improving situation, process, or performance; changes behavior and proposes new ideas based on emerging evidence/information • Develops new ideas but also builds on others’ ideas; questions others’ ideas to foster new perspectives • Enhances peers and the organization by thinking outside the box

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Expertise	<ul style="list-style-type: none"> • Is unaware or unable to articulate tactical/technical procedures; parrots back objectives discussed at the beginning of week • Cannot/does not know how to correctly apply required material • Lack of technical/tactical skills hinders successful role/event execution 	<ul style="list-style-type: none"> • Understands material at level consistent with stage of OCS and expectations; applies required material/knowledge/skill and displays expected level of expertise for role/event • Needs to be pushed/prompted to apply material; takes appropriate action but does so slowly 	<ul style="list-style-type: none"> • Recognizes own level of expertise and takes appropriate action to learn (e.g., forms study groups); seeks feedback and ways to expand knowledge and develop expertise • Begins to help peers with material but does not lead discussions or training • Tactical/technical expertise enables role/event execution 	<ul style="list-style-type: none"> • Articulates and applies required material across a broad range of technical/tactical and leadership areas • Seeks ways to expand knowledge and shares it with peers • Provides sound advice and guidance to peers/subordinates; reminds others of previously learned technical/tactical procedures when critical for task/mission success
LEADS	Leads Others	<ul style="list-style-type: none"> • Hinders subordinates' ability to accomplish task • Fails to delegate (takes sole responsibility for solving problems/accomplishing tasks) or delegates but loses control of subordinates resulting in task/mission failure 	<ul style="list-style-type: none"> • Accomplishes task/mission at minimal standard • Leads only when in a designated leadership role but not in other situations • Delegates tasking but may not always follow up; may sometimes micromanage 	<ul style="list-style-type: none"> • Clearly communicates roles and responsibilities during planning process (e.g., emphasizes and repeats important details) • Confirms subordinate understanding of plan (e.g., by asking questions or having them articulate plan) • Delegates appropriately for task/mission success 	<ul style="list-style-type: none"> • Develops subordinates by empowering them to problem solve or think critically (e.g., asks thoughtful questions for mission back brief) • Collaborates with and engages subordinates in task/mission planning and analysis • Retains responsibility and verifies that delegated tasking meets mission objectives by engaging in timely follow-up without micromanaging

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Extends Influence	<ul style="list-style-type: none"> • Lets teammate fail in leadership role by either taking over, undermining, or doing nothing • Is unable to motivate teammates 	<ul style="list-style-type: none"> • Provides peers feedback and advice when asked • Exerts leadership and influence when not in an assigned leadership position but may sometimes clash with assigned leader 	<ul style="list-style-type: none"> • Proactively provides feedback or advice to peers within squad/team when appropriate • Exerts leadership and influence even when not in an assigned leadership position 	<ul style="list-style-type: none"> • Proactively provides feedback or advice to other candidates regardless of squad/team, without overstepping bounds • Maintains cohesion within the unit by building consensus and helping resolve conflict (e.g., builds rapport, trust, and respect outside chain of command)
	Leads by Example	<ul style="list-style-type: none"> • Participates in some but not all training activities • Violates one or more of the Army Values 	<ul style="list-style-type: none"> • Often does only the minimum to complete training • Does not violate the Army Values but may be passive when others do 	<ul style="list-style-type: none"> • Participates in all training activities; pushes self to meet standard • Demonstrates Army Values and expects others to as well (e.g., speaks up; holds others accountable) 	<ul style="list-style-type: none"> • Always in the right place, at the right time, in the right uniform; does the right thing even when thinking no one is watching • Fully participates in all training activities; often volunteers; pushes self and others to exceed standard • Models the Army Values and motivates others to do the same; explains to peers the implications of demonstrating the Army Values

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Builds Trust	<ul style="list-style-type: none"> • Distrusts or demonstrates lack of faith in subordinates (e.g., excludes them from the decision making process; disregards sound advice) • Does not pull own weight and/or fulfill responsibilities • Fails to ensure that subordinates are prepared for task/mission (e.g., does not conduct rehearsals) • Ignores/fails to recognize problems caused by subordinates that undermine trust in the unit • Does not treat others with basic fairness and respect • Consistently makes decisions that are not morally, ethically, or tactically sound 	<ul style="list-style-type: none"> • May include a few select individuals in decision-making process • Follows through on obligations • Asks if subordinates generally feel prepared but does not verify through rehearsal or other checks • Addresses problems but only after they have escalated • Treats others with basic fairness and respect • Generally makes decisions that are morally, ethically, and tactically sound 	<ul style="list-style-type: none"> • Includes subordinates in decision-making process as appropriate; listens to others • Ensures subordinates are fully prepared for the task/mission (e.g., by conducting rehearsals) • Addresses problems as they arise, before they cause trust issues in the unit • Makes decisions that are morally, ethically and tactically sound but may not be consistently optimal 	<ul style="list-style-type: none"> • Includes subordinates in decision making as appropriate; proactively seeks input from others • Ensures subordinates are fully prepared for the task/mission and likely contingencies (e.g., by conducting rehearsals) • Anticipates and preemptively addresses problems that may undermine trust • Consistently makes decisions that are morally, ethically, and tactically sound

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Communicates	<ul style="list-style-type: none"> • Information does not get passed to everyone • Conveys information in a manner that is not organized, clear or understandable; may be missing critical information or share too much • Dismisses or does not listen to others (e.g., interrupts, does not clarify information) 	<ul style="list-style-type: none"> • Disseminates information but not in the most effective or efficient manner; does not verify understanding two levels down • Conveys complete information, though some points may be disorganized or unclear • Listens but may not clarify or ask questions 	<ul style="list-style-type: none"> • Disseminates information and verifies shared understanding two levels down (e.g., by asking clarification questions and repeating important information) but does not identify where links break when needed • Conveys complete information in an organized and clear manner • Engages in active listening (e.g., clarifies, elaborates) 	<ul style="list-style-type: none"> • Disseminates information in a timely manner to higher, lower, and adjacent units as needed; verifies shared understanding two levels down; identifies level where information is lost when appropriate • Conveys complete information, clearly, concisely, and on time • Engages in effective two-way communication (e.g., actively seeks and considers alternative perspectives, validates others' opinions as appropriate)

		Needs Improvement	Satisfactory	Excellent	Outstanding
DEVELOPS	Creates a Positive Environment	<ul style="list-style-type: none"> • Does not ensure subordinates have the required time and resources to do their job (e.g., fails to communicate timeline and/or fails 1/3, 2/3 rule) • May have a negative attitude; Is counterproductive and non-inclusive (e.g., engages in frequent complaining; is quick to point out flaws in others but does not take responsibility for own actions) • Does not listen to subordinates' issues or take action; lacks awareness of subordinates' status or needs • Subordinates ask no questions and/or avoid providing feedback to one another (e.g., during AARs) 	<ul style="list-style-type: none"> • Ensures subordinates have the time and resources to do their job • Generally maintains a positive attitude and inclusiveness • Listens to subordinates' problems but may not take action to help resolve them • Subordinates ask questions for clarification 	<ul style="list-style-type: none"> • Ensures subordinates have the time and resources to do their jobs • Consistently remains positive and inclusive • Listens to subordinates' concerns and takes appropriate action • Subordinates ask questions and willingly provide suggestions when prompted 	<ul style="list-style-type: none"> • Ensures subordinates have the time and resources to do their jobs; considers subordinate needs when determining best use of time and resources • Consistently sets and maintains a positive and inclusive climate, even when under pressure; stays motivated • Listens to subordinates' and takes action to resolve problems; takes ownership of subordinates' development • Subordinates proactively ask questions and provide input

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Develops Others	<ul style="list-style-type: none"> • Fails to counsel subordinates and/or teams; skips development all together • Solves problems for subordinates 	<ul style="list-style-type: none"> • Provides generic counseling to individuals and/or teams but does not address specific improvements (e.g., just says 'great job'); provides superficial feedback that is not actionable (e.g., 'improve on command presence') • Attempts to let subordinates work through problem but lacks patience to allow subordinates to fully solve it (jumps in prematurely) 	<ul style="list-style-type: none"> • Provides counseling to individuals and/or teams with a balance of positive and negative feedback; may attempt to provide actionable feedback on how to improve; may wait until there is an apparent problem to provide mentoring or coaching • Coaches and has sufficient patience for subordinates and/or teams to solve problems 	<ul style="list-style-type: none"> • Provides targeted counseling that is constructive, balanced, and actionable; offers individualized tips and best practices on how to improve in a particular area; anticipates and addresses developmental problems before they occur in Soldiers • Patiently mentors and coaches peers and subordinates; provides opportunities for Soldiers and/or teams to succeed

		Needs Improvement	Satisfactory	Excellent	Outstanding
	Prepares Self	<ul style="list-style-type: none"> • Is unprepared (e.g., lacks the basics, has not read material before class/training) • Is over-prepared and others are negatively impacted (e.g., took too much out in the field and others must help carry extra equipment) • Falls asleep in class • Shows no or limited forethought in planning • Lacks self-awareness about own weaknesses; shrugs off peer comments • Acts defensively upon receiving constructive criticism 	<ul style="list-style-type: none"> • Is generally prepared (e.g., familiar with material but is not well versed in it prior to lesson; packs basics to go to the field but nothing extra for contingency planning) • May need prompting to fully prepare for leadership role • Somewhat hesitant to accept feedback (e.g., nods head but does not take corrective action when needed) 	<ul style="list-style-type: none"> • Studies slides and required material ahead of time; prepared for class and field exercises • Proactively asks instructors for help in preparing for leadership role • Goes to peers or instructor to discuss peer comments and asks how to improve 	<ul style="list-style-type: none"> • Ensures self and others are prepared for class and field exercises; carries extra materials (e.g., batteries) to the field in case others need them but does not go overboard • Prepares ahead of time for leadership role and proactively discusses plan with instructors prior to the start of the week • Proactively seeks opportunities for self-development (e.g., volunteers, requests feedback, does own research); promptly acts on constructive criticism; takes the time to improve by working on weaknesses during own time
	Stewards the Profession	<ul style="list-style-type: none"> • Fails to prepare self and/or unit (e.g., subordinates lacked necessary equipment) • Does not help anyone • Unnecessarily wastes time and/or resources; does not prioritize 	<ul style="list-style-type: none"> • Helps his/her own immediate team/unit to accomplish a task • Does not put a lot of thought in what happens during downtime 	<ul style="list-style-type: none"> • Helps higher-level unit succeed (e.g., is a team player) • Appropriately uses time and resources • Provides specific guidance on what to accomplish during additional training 	<ul style="list-style-type: none"> • Understands big picture and engages in actions for the greater good • Helps higher-level unit succeed by identifying areas of opportunity; shares process improvements to benefit future units; does not hold information just for him/herself or immediate team • Demonstrates good planning and forethought in how resources are to be used • Optimizes time and resources including white space

ACHIEVES	Gets Results	<ul style="list-style-type: none"> • Routinely fails to meet end state within commander's intent 	<ul style="list-style-type: none"> • Meets end state within commander's intent but may not be efficient or may miss the deadline 	<ul style="list-style-type: none"> • Meets end state within commander's intent while leveraging the strengths of the team in a timely manner 	<ul style="list-style-type: none"> • Meets end state within commander's intent while leveraging the strengths of the team and efficiently using resources; uses additional time to proactively prepare for the next action when available
-----------------	---------------------	---	---	---	--

		No-Go (No)	Go (Yes)
CHARACTER	Loyalty	<ul style="list-style-type: none"> • Fails to support leadership and/or lets teammates fail when in leadership roles (e.g., takes over, undercuts/undermines, hoards information, or does nothing) • Is counterproductive or non-inclusive • Does not listen to or back up leader and/or teammates; only takes care of self 	<ul style="list-style-type: none"> • Is a team player who supports assigned leader by accomplishing tasks and proactively providing constructive input • Consistently helps to develop and maintain a positive and inclusive climate, even when under pressure • Supports and backs up leader and/or teammates (e.g., by finding a way to share information and work together despite differences of opinion or difficult challenges)
	Duty	<ul style="list-style-type: none"> • Fails to meet obligations, accomplish tasks, or fulfill responsibilities unless pushed by authority • Does not attempt to clarify leader's intent when unsure • Takes unnecessary risks; does not consider costs or consequences • Unnecessarily wastes self and subordinates' time and resources; does not prioritize; wastes downtime 	<ul style="list-style-type: none"> • Meets obligations individually and as a team; accomplishes tasks and fulfills responsibilities, even when not observed by authority • Takes the initiative to ask questions and gathers information when unsure of leader's intent • Weighs consequences, costs, and benefits of necessary risks • Proactively ensures that both self and subordinates have the time and resources to accomplish tasks and mission; effectively balances conflicting priorities; optimizes use of white space
	Respect	<ul style="list-style-type: none"> • Lacks tact in communication (e.g., does not listen, rolls eyes, interrupts, is impatient, exacerbates conflict) • Ignores/dismisses others' feedback or opinions; shrugs off peer comments; becomes argumentative or defensive • Is intolerant toward diversity (e.g., judgmental toward others on basis of differences); does not give others a chance; creates a counterproductive environment 	<ul style="list-style-type: none"> • Maintains tact in communication (e.g., actively listens, adjusts tone and interaction style based on situation) • Remains open to different perspectives; listens to others' feedback or opinions when making decisions • Helps peers improve; maintains positive and inclusive unit climate (e.g., builds rapport and trust, puts differences aside)

	No-Go (No)	Go (Yes)
Selfless Service	<ul style="list-style-type: none"> • Does not help others or only does so in the presence of authority • Seeks recognition or personal gain (e.g., OML points) for meeting leader's intent 	<ul style="list-style-type: none"> • Helps others, even during downtime, without expecting recognition or personal gain; encourages others to do the same • Does not expect or seek recognition for doing the job right
Integrity	<ul style="list-style-type: none"> • Makes immoral or unethical decisions • Is dishonest (e.g., may lie, steal, cheat, or misrepresent information) 	<ul style="list-style-type: none"> • Consistently makes decisions that are morally and ethically sound • Is honest in words and actions, even when thinking no one is watching
Personal Courage	<ul style="list-style-type: none"> • Does not overcome physical fears (e.g., refuses to negotiate obstacles on an O-course) • Does not take prudent risk due to fear during tactical training exercises/activities • Does not stand firm on values and principles regardless of circumstances (e.g. does not stand up to or for others) • Does not take responsibility when things go wrong 	<ul style="list-style-type: none"> • Works through challenges of physical fears to accomplish task/mission requirements • Takes appropriate, prudent risk during tactical training exercises/activities • Stands firm on values and principles regardless of circumstances (e.g. tactfully stands up to or for others as required) • Takes full responsibility when things go wrong
Honor	<p><i>If any Army value = No-Go, then Honor = No-Go.</i></p>	

		No-Go (No)	Go (Yes)
	Warrior Ethos	<ul style="list-style-type: none"> • Is easily discouraged; quits or gives up • Places personal needs above mission • Does not strive to improve self or team/unit after failures • Does not help others • Lacks awareness of subordinates and resources 	<ul style="list-style-type: none"> • Does not quit, even under challenging conditions • Places mission above personal needs • Bounces back and attempts to learn from negative events • Helps others, even under adverse conditions • Keeps track of subordinates and resources as needed
	Empathy	<ul style="list-style-type: none"> • Bullies or excludes those who are weak in certain areas • Does not listen to others' perspectives • Fails to differentiate among subordinates in terms of strengths and weaknesses when in an assigned leadership role; uses a one-size-fits-all approach • Lets peers/subordinates fail 	<ul style="list-style-type: none"> • Is inclusive/supportive even of those who are weak in certain areas without compromising task/mission requirements • Actively listens to others' perspectives (e.g., demonstrates understanding; asks clarifying questions, provides comments or words of support) • Considers subordinates' strengths and weaknesses when planning tasks or delegating • Helps peers/subordinates when they are struggling
	Discipline	<ul style="list-style-type: none"> • Lacks personal control • Takes the easy wrong over the hard right • Fails to follow legal, moral, and ethical orders • Fails to meet standard 	<ul style="list-style-type: none"> • Perseveres and exercises personal control, even when under stress • Does what is right; lives the Army Values • Follows all legal, moral, and ethical orders • Trains to, or exceeds, standard