DEVELOPMENT AND VALIDATION OF AIR FORCE FOUNDATIONAL COMPETENCY MODEL

Technical Report No. 1

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Project Title:	Air Force Foundational Competency Model (AFCM)
Project Sponsor:	Major General William Spangenthal
Project Manager:	Colonel Mark Coggins
Project Customer:	Air Force Airmen

Project Propose:	Propose a distinct Air Force Foundational Competency Model. The Force Development Commander is responsible for creating and promulgating foundational competencies and the supporting infrastructure for a foundational competency model. Competencies are a measureable set of knowledge, skills, abilities, and other characteristics that manifest in observable behaviors needed to perform successfully. Foundational competencies apply to all Airmen, from E-1 to O-10 and WG-01 to SES. Occupational competencies are applicable to subsets of Airmen – those sharing a given specialty code, occupying certain positions, etc. A3J is tasked to design and employ an Air Force Foundational Competency Model (AFCM) that is agile and adaptive to changing needs.

EXECUTIVE SUMMARY

The Air Force institutional competency model codified in Air Force doctrine and policy (AFDD Annex 1-1, AFPD 36-26, and AFMAN 36-2647) was last updated in 2008. This report describes the methodologies used to develop, refine, and validate a revised competency model applicable to all Air Force civilians, officers, and enlisted members. A phased approach was used for development, refinement, and validation. In phase 1 (12-13 Feb 2018), representatives from AETC, SAF/MR, HAF/A1, USAFA, and other organizations reviewed competencies and associated measures previously validated as relevant across a wide variety of job types for distinguishing high-performing employees from those with average job performance (Spencer & Spencer, 1993). In phase 2, AETC/A3J conducted behavioral event interviews (BEIs) to assess the competency proficiency of superior performers and validate a survey-based approach to further evaluation of the competencies previously identified. In phase 3, elite enlisted, officer, and civilian communities were surveyed, with results validating the importance of identified competencies based on applicable competency measures from the academic research literature. Finally, in phase 4 (Nov – Dec 2018), a representative sample of 23,511 Air Force members (civilian, enlisted, and officer) was invited to participate in a survey to validate the applicability of the proposed competencies for the larger Air Force population. Results based on a total of 3,629 respondents vetted the competencies through a “crowdsourcing” approach (demonstrating consensus on competency relevance across civilian, enlisted, and officer samples) and provided additional validation evidence based on additional elite samples surveyed (current O-6s, CMSgts, and GS-15s).

Purposes and Applications of Institutional Competency Model

AFDD, Annex 1-1, "Force Development," and AFMAN 36-2647, "Institutional Competency Development and Management," define the Air Force Institutional Competencies as "observable, measurable patterns of knowledge, skills, abilities, behaviors, and other characteristics" that are broadly applicable, across occupations, functions, and organizational levels. These foundational competencies are intended to be learned and refined through education, training, and experience, and provide the foundation for developing officer and enlisted Professional Military Education. In addition to PME, Basic Military Training, the commissioning sources, and supervisory training programs are also designated as Institutional Competency Development Programs (AFI 36-2301) that assess foundational competencies and enable Airmen to understand the desired competency proficiencies. Potential applications of the Air Force Foundational Competency Model include competency-based employee selection and classification procedures, assignment systems (identification of prerequisites and developmental potential), and career, succession, and workforce planning.

Phase 1a: Stakeholder Summit to Identify Potentially Applicable Competencies from Multiple Sources

In Phase 1, Lt Gen Kwast, the USAF Force Development Commander (FD/CC), sponsored a two-day Competency Summit at JBSA-Randolph (12-13 Feb 2018) to review and take initial steps to revise the existing Air Force Institutional Competency List to support an expanded application of the competency model in force development and talent management. The Summit included representatives from HQ AETC, 2 AF, 19 AF, AU, and AFIT; USAFA; HAF/A1 and HAF/A3/5/8; SAF/MR; and other organizations. The full list of 90 attendees and facilitators appears in Appendix A.

In Summit breakout sessions (small groups) and full group discussion, attendees discussed recommended revisions to the existing competency model, including consideration of the competencies included in the DoD Civilian Leader Development Continuum (as published in DoDI 1430.16, "Growing Civilian Leaders") and in the Spencer & Spencer (1993) Competency Dictionary. After facilitators compiled inputs, attendees were presented with a comprehensive list of potentially applicable competencies that had been identified in earlier Summit discussions and were asked to rate the importance of each one as an Air Force foundational competency on a 1-10 scale. Attendees provided ratings on a total of 37 competencies, including 21 of the 31 core and fundamental Civilian Leadership competency components defined in DoDI 1430.16, and 16 additional competencies drawn from a combination of other sources (to include unique competencies from the existing AFMAN 36-2647 Air Force Institutional Competency List and from Spencer & Spencer, 1993); see Appendix B.

Average competency importance/applicability ratings ranged from 9.47 (Communication) to 6.06 (Financial Management); full results are shown in the Table that follows (definitions from DoDI 1430.16 are underlined). Notably, the competencies related to "Employing Military Capabilities" in the Air Force Institutional Competency List were among the lowest rated: Joint

Perspective (M = 6.19) and National Security (6.25). Additional competencies included in the current AFMAN 36-2647 Air Force Institutional Competency List that were not rated highly included: Negotiating (M = 6.71) and Continuous Improvement (6.96).

Competency	Definition	Average Rating
Communication	Knowledge of effective communication patterns and the ability to adapt that knowledge to the appropriate context. Clearly and effectively articulates, presents and promotes varied ideas and issues before a wide range of audiences, in both speaking and writing. Makes clear and convincing arguments. Listens effectively; clarifies information as needed.	9.41
Critical Thinking	(No Definition Provided At Summit)	8.92
Leadership	The art and science of influencing and motivating others to achieve a predetermined success.	8.85
Adaptability and Flexibility	Is open to change and new information; rapidly adapts to new information, changing conditions and strategy, or unexpected obstacles, processes and requirements.	8.69
Team-Building	Inspires and fosters team commitment, spirit, pride and trust. Facilitates cooperation and motivates team members to accomplish group goals.	8.61
Problem-Solving	Identifies and analyzes problems; weighs relevance and accuracy of information; seeks/generates and evaluates alternative perspectives/solutions; makes timely/effective recommendations based on potential implications of findings or conclusions. Critically evaluates to identify the causes of problems and chooses courses of action that balance interests of the mission and stakeholders	8.56
Resilience	Deal effectively with pressure, ambiguous and emerging conditions, and multiple tasks; remains optimistic and persistent, even under adversity or uncertainty. Recovers quickly from setbacks. Anticipates changes and learns from mistakes.	8.56
Interpersonal Skills	Develops and maintains effective working relationships, especially in difficult situations. Engages and inspires others. Treats others with courtesy, sensitivity and respect. Considers and responds appropriate to the needs and feelings of different audiences, situations and cultures. Actively solicits feedback. Exemplifies professionalism, tact and empathy. Builds trust and commitment.	8.43
Decision-Making or Decisiveness	Makes well-informed, effective and timely decisions, whether data are limited or vast, or solutions produce unpleasant consequences; perceives the impact and implications of decisions. Analyzes critically, synthesizing patterns among diverse systems and looking at interdependencies. Gauges unintended consequences. Uses sound judgment to simultaneously integrate and weigh situational constraints, risks and rewards.	8.35

Followership	(No Definition Provided at Summit)	8.35
Developing Others	Develops ability of self and others to perform and contribute to the organization by inspiring and providing a learning environment of continual feedback and opportunities.	8.31
Accountability	Fosters and ensures an environment that administers all resources in a manner that instills public trust while accomplishing the mission. Monitors progress and evaluates outcomes to improve organizational efficiency and effectiveness. Holds self and others accountable for measurable high-quality, timely, and cost-effective results. Determines objectives, sets priorities and ensures sound management processes and procedures are in place, ensuring that national interests are well served. Accepts responsibility for mistakes. Complies with established control systems and rules.	8.26
Stewardship	Careful and responsible management of resources under one's control (e.g., equipment, facilities, time, human capital/talent-development, performance capability, human resources – relationships; trust; collaboration, information technology)	8.18
Integrity / Honesty	Nurtures ethically-minded organizations through personal discipline, values, self-control and policies that reinforce ethical behavior. Demonstrates selflessness of action by doing the right thing regardless of personal and professional consequences. Behaves in an honest, fair and ethical manner without regard to pressure from other authorities. Shows consistency in words and actions. Instills trust and confidence; models high standards of ethics.	8.16
Continual Learning	Assesses and recognizes own strengths and weaknesses; pursues self-development. Uses challenges as opportunities to improve and become more effective. Pursues chances to stretch skills to further professional growth. Seeks ways to improve the capacity of others and the organization through knowledge-sharing, mentoring and coaching.	7.93
Conflict Management	Anticipates and takes steps to prevent counterproductive confrontations. Manages and resolves conflict and disagreements in a constructive manner.	7.79
Fostering Innovation	Building a culture of behaviors and business practices that is open to change and rapidly adaptable to new conditions while promoting calculated risk-taking.	7.79
Initiative	A preference for taking action. Doing more than is required or expected in the job, doing things that no one has requested, which will improve or enhance job results and avoid problems, or finding or creating new opportunities.	7.79
Ability to Learn	(No definition provided at Summit)	7.71
Change Management	(No Definition Provided at Summit)	7.66
Proactive	Initiates well-informed actions/decision to resolve problems, needs or changes	7.66

Creativity and Innovation / Creative Thinking	Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting-edge programs, processes and/or solutions.	7.63
Drives Results	Achieves mission/goals by developing a shared vision and strategy for reaching a desired future state. Anticipates, formulates, and evaluates viable solutions to overcome challenges and leverage opportunities. Monitors and assess progress while leading and executing strategy to achieve mission, adopting alternatives when necessary. Fosters shared understanding of vision/strategy within team. Establishes metrics and decision-making criteria while clarifying roles/responsibilities of those needed to achieve vision.	7.43
Leading Change	(No Definition Provided At Summit)	7.42
Customer Focus/Service	Anticipates and meets the needs of both internal and external customers. Delivers high-quality products and services; is committed to continuous improvement	7.16
Human-Capital Management	Builds and manages workforce based on organizational goals, budget considerations and staffing needs. Ensures that employees are appropriately recruited, selected, appraised and rewarded; takes action to address performance-based deficiencies. Manages a multi-sector workforce and a variety of work situations.	7.15
Partnering	Develops networks and builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.	7.15
Airmindedness	Flexible mindset that allows Airmen to approach problems with an understanding and application of the benefits of speed, range, and bypassing challenges when possible.	7.14
Strategic Thinking	Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment that takes into consideration the environment, resources, capabilities, constraints and organizational goals and values. Capitalizes on opportunities and manages risks and contingencies, recognizing the implications of the organization and stakeholders.	7.13
Advocacy	Develops and promotes qualitative and quantitative justification to influence resource decisions (e.g., critical thinking, negotiations, argument building)	7.12
Continuous Improvement	(No Definition Provided at Summit)	6.96
Entrepreneurship	Positions the organization for future success by identifying new opportunities; builds the organization by developing or improving products or services. Identifies potential risks early and implements effective abatement or control measures. Takes calculated risks to accomplish organizational objectives. Defines evaluation criteria and continually collects, assesses, shares and responds to data appropriately.	6.73

Negotiating	In representing the organization, establishes and maintains relationships with key individuals/groups; understands what motivates them. Persuades others; builds consensus through give-and-take; gains cooperation from others to obtain information, find solutions and accomplish goals.	6.71
National Security	Understands the role of military leaders and armed forces in the development of national security and foreign policies; classical methods of maintaining peace; military-civilian relations in the developed and less-developed states; the impact of rapid technological change and weaponry in international politics; and the role of the military in the shaping of war and peace.	6.25
Political Savvy	Identifies the internal and external politics that impact the work of the organization. Perceives organizational and political reality and acts accordingly. Uses diplomacy in dealing with issues involving others.	6.24
Joint Perspective	Has an in-depth understanding of how the Department of Defense operates and how Services, Components, stakeholders, partners and customers integrate toward mission accomplishment. Applies Joint doctrine when planning coordinating and communicating the organization's policies and processes. Considers interoperability in communications, logistics, and information-sharing so that systems are integrated across organizational lines. Reviews and applies concepts from applicable studies, laws, regulations, and policies, plans program, systems, criteria and standards related to joint capabilities, operations or programs.	6.19
Financial Management	Understands the organization's financial processes. Prepares, justifies and administers the program budget. Applies sound resource-management principles, business/industry "best practices" and applicable policies, regulations and laws to support operations. Aligns resources with policy and the strategic direction and priorities. Oversees procurement and contracting to achieve desired results. Monitors expenditures and uses cost-benefit thinking to set priorities.	6.06

Phase 1b: Consolidation of Applicable, Measurable Competencies for Further Validation

To help ensure the competencies that were identified and highly rated at the Competency Summit were measurable and directly related to effective job performance, competencies were defined in terms of existing, validated competency scales from the Spencer & Spencer (1993) Competency Dictionary to the extent possible. This source provides scales for 20 competencies that are commonly relevant across 286 diverse job types across government, military and industry (e.g., technical/professional, human service, sales/marketing, managerial) for distinguishing superior from average performing employees.

These Spencer & Spencer (1993) scales were developed based on Behavioral Event Interviews (BEIs) in which average and superior-performing job incumbents describe effective

and ineffective critical indents (peak successes and failures) they have experienced on the job--both describing the situation, behaviors, and results (Flanagan, 1954), and responding to Thematic Apperception Test probes (McCleland, 1989) on their thoughts, feelings, and wants to accomplish in dealing with the situation. Identification of BEI transcript behaviors that differ for average vs. superior performers provides a qualitative basis for identifying applicable competencies. Competency relevance is then validated quantitatively by demonstrating statistically significant differences between the frequency of the identified competency themes in the BEI transcripts of average and superior performers.

Of the 20 Spencer & Spencer (1993) competencies, 19 were designated as potential Air Force foundational competencies, with one ("Technical/Professional/Managerial Expertise") designated as an occupationally-specific competency that would not be applicable to the institution as a whole. The table below shows the 19 Spencer & Spencer (1993) competencies with associated modifications to competency definitions or labels to better fit the Air Force context noted where applicable (changes/additions to Spencer and Spencer definitions/labels highlighted in gray)

1. Achievement Orientation – A concern for working well or for competing against a standard of excellence.
2. Concern for Order, Quality and Accuracy – An underlying drive to reduce uncertainty in the environment.
3. Information-Seeking – An underlying curiosity, a desire to know more about things, people, oneself, the mission or issues; an eager, aggressive learner.
4. Flexibility and Resilience – *Flexibility* is the ability to adapt to and work with a variety of situations, individuals, or groups effectively; *Resilience* is the process of negotiating, managing, and adapting to significant sources of stress or trauma.
    a. Spencer & Spencer (1993) Flexibility scales were used, despite the addition of the resilience label
5. Initiative – The preference for taking action; doing more than is required or expected; doing things that no one has requested that will improve or enhance job results and avoid problems; or finding and creating new opportunities.
6. Self-Control – The ability to keep emotions under control and to restrain negative actions when under stress.
7. Self-Confidence – A person's belief in their own capability to accomplish a task.
8. Organizational Commitment – A person's ability and willingness to align their own behavior with the needs, priorities, and goals of the organization.
9. Relationship-Building – Develops relationships and networks; builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.
    a. Kept closeness of relationships scale, but added Breadth scale
10. Interpersonal Performance (previously "Interpersonal Understanding") – Listens to, engages and inspires others. Treats others with courtesy, sensitivity and respect.
    a. Changed label from Spencer's "Interpersonal Understanding" scale—scale unchanged
    b. Original definition: ability to hear accurately and understand the unspoken or partly expressed thoughts, feelings, and concerns of others

11. Service Orientation (previously "Customer Service Orientation") – A desire to help or serve others to meet their needs; making and focusing efforts to discover and meet others' needs.
12. Develops Others – Investing in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities.
    a. Definition changed, but scale unchanged
13. Teamwork and Cooperation – Builds cohesive teams within and across organizations. Shares wins and successes such that each team member feels valued and appreciated.
14. Directiveness: Assertiveness and the Use of Positional Power – Individuals' intent to make others comply with their wishes.
15. Impact and Influence – An intent to persuade, convince, or influence others to elicit their support to make specific impacts or achieve particular effects on others.
16. Organizational Awareness – The ability to understand the structure and power relationships that exist within one's own organization, in other organizations, and the way in which organizations are situated and interact within larger organizations, social constructs and even within the world.
17. Analytical Thinking – Identifies and analyzes problems; evaluates alternative perspectives/solutions; makes timely/effective recommendations; and identifies courses of action.
18. Leadership (previously "Team Leadership") – The intention to take a role as leader of others.
19. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness) – Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations.

To incorporate key inputs on highly rated competencies from the Competency Summit, the following seven competencies were added to those in the Spencer & Spencer (1993) dictionary for further validation:

1. Accountability – Accepts full responsibility for self and contribution as a team member; displays honesty and truthfulness.
2. Communications – Clearly and effectively articulates, presents and promotes varied ideas and issues before a wide range of audiences, in both speaking and writing.
3. Resource Management (Money, Manpower, Facilities, etc.) – The careful and responsible administration of resources placed under one's control with the intent to maximize readiness and lethality and improve organizational performance.
4. Change Management – The ability to adapt, to help others adapt, or to implement change with the goal of ensuring organizational goals are properly aligned to the desired end state.
5. Decision-making – Makes well-informed, effective and timely decisions. Uses sound judgment to integrate and weigh situational constraints, risks and rewards.
6. Planning (Strategic Thinking) – The process of considering and organizing activities and resources to achieve a desired goal. The ability to think on a large and small scale, long- and short-term.

7. Fostering Innovation (includes "Leveraging Technology") – Building a culture of behaviors and business practices that encourages, champions and rewards creativity and informed risk taking, is open to change, and rapidly adapts to new conditions and technologies.

Phase 2: Evaluation of Competency Importance Through Behavioral Event Interviews (BEIs)

After identification of the 26 competencies for further evaluation, AETC/A3J applied the Spencer & Spencer (1993) Behavioral Event Interviews (BEI) methodology to validate that superior-performing job incumbents demonstrated a high level on each of the competencies. Chaplains (52R officers) and Chaplain Assistants (5R0 enlisted Religious Affairs Airmen). Senior chaplain leaders nominated a total of 50 Chaplains and 21 Chaplain Assistants as superior performers; of these, 26 superior-performing chaplains and 19 chaplain assistants opted to participate in the BEI and competency importance survey. Nominated chaplains and chaplain assistant participants were emailed a brief survey to rate the importance of each competency for their success ("How important do you believe [competency] is to your success?") using a 0-5 scale:

0	1	2	3	4	5
Not at All	To a Small Extent	To Some Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent

The competency rated most important by the Chaplains was Communication (M = 4.83); means for all other competencies exceeded 4.0 (Important "To a Great Extent") with the exception of Conceptual/Creative Thinking (M = 3.96), Fostering Innovation (M = 3.89), Organizational Awareness (M = 3.89), and Directiveness (M = 2.49). The competency rated most important by the Chaplain Assistants was Resource Management (M = 5.0); means for all other competencies exceeded 4.0 (Important "To a Great Extent") with the exception of Leadership (M = 3.89), Conceptual/Creative Thinking (M = 3.89), and Directiveness (M = 3.11). The slide below shows mean importance ratings for each competency. Notably, even the competency rated as least important by superior performers was still identified as contributing to one's success to at least some extent.

Competency By Perceived Importance

Chaplains	
COMPETENCY	Importance
Communications	4.83
Flexibility_Resilience	4.8
Accountability	4.72
Relationship Building	4.72
Service Orientation	4.69
Self-Control	4.59
Interpersonal Perf	4.59
Teamwork/Coop	4.59
Develops Others	4.52
Initiative	4.51
Decision-Making	4.43
Achievement	4.33
Info Seeking	4.3
Analytical Thinking	4.29
Leadership	4.28
Resource Mgmt	4.25
Change Mgmt	4.21
Planning	4.18
Impact/Influence	4.17
Order, Qual, Acc	4.1
Org Commitment	4.1
Self-Confidence	4.03
Conceptual/Creative	3.96
Fostering Innovation	3.89
Org Awareness	3.89
Directiveness	2.49

Religious Affairs Airmen	
COMPETENCY	IMPORTANCE
Resource Mgmt	5
Initiative	4.89
Communication	4.89
Relationship Building	4.89
Develops Others	4.89
Accountability	4.78
Flexibility_Resilience	4.78
Analytical Thinking	4.78
Decision Making	4.78
Planning	4.78
Change Mgmt	4.78
Interpersonal Perf	4.67
Teamwork/Coop	4.67
Info Seeking	4.56
Service Orientation	4.56
Impact/Influence	4.44
Fostering Innovation	4.44
Org Awareness	4.44
Order, Qual, Acc	4.33
Achievement	4.22
Org Commitment	4.22
Leadership	3.89
Conceptual/Creative	3.89
Directiveness	3.11

To assess whether there could be potential limitations to self-rated importance of the competencies for contributing to one's success, AETC/A3J conducted in-depth behavioral event interviews (BEIs; Spencer & Spencer, 1993) with these chaplains to discuss and provide specific examples of how they may be using the competencies as they perform their duties. See interview protocol in Appendix C. During these interviews, AETC/A3J staff provided the definition of each competency and asked superior performers:

- "Please describe how you apply [the given competency] within your duties"

AETC/A3J staff then scored the extent to which each member's responses demonstrated effectiveness on each competency. Existing Spencer & Spencer (1993) scales were used to quantify competency proficiency to the extent possible. For those competencies that had been added to those in the Spencer & Spencer (1993) competency dictionary, scales were developed that were modeled on the Spencer & Spencer (1993) format. See Appendix D for all scales that were added or edited for applicability to the Air Force context. Given different ranks of the members participating in the interviews (ranks: O-2 to O-5), "impact" and "breadth" scales that reference the size of the unit within the Air Force (i.e., wing vs. MAJCOM, vs. entire Air Force)

impacted by the member's actions, or the number of people (e.g., subordinates) affected, were excluded from analysis.

The interviews generally validated that the superior performers did in fact demonstrate effective performance of the competencies at work. For all competencies, all of the superior performers demonstrated a level of competency proficiency that exceeded the overall competency scale minimum. Further, superior performers generally demonstrated a higher level of proficiency on those competencies that were self-rated as most important in contributing to their success (e.g., communications, resiliency) relative to competencies self-rated as contributing to their success to a lesser extent. For example, more than 65% of the superior-performing chaplains demonstrated the highest levels of Communications (Active Listening and Communicativeness) and Resiliency, whereas only 3.8% of the chaplains demonstrated the highest levels of Directiveness and Organizational Awareness, and 0% of the chaplains demonstrated the highest levels of Fostering Innovation and Creative/Conceptual Thinking. The Table below shows median and minimum BEI competency levels among the group of Chaplain superior performers (*N* = 26). The percentage of superior performers demonstrating the highest possible level of the competency (highest scaled value) is also presented:

	% Demon-strating Highest Possible Compe-tency Level	**Highest Level of Competency (Maximum Possible Scaled Value)**	**Median Level of Competency of Superior Performers**	**Minimum Level of Competency Among Superior Performers**
Communications – Active Listening **(0 to 3)**	80.80%	*(3) Highly Effective*. Encourages speaker with appropriate responses; reinforces speaker with occasional no-verbal behaviors to indicate attentiveness.	(3) *Highly Effective*. Encourages speaker with appropriate responses; reinforces speaker with occasional no-verbal behaviors to indicate attentiveness.	(2) *Effective*. Uses and interprets non-verbal behaviors to enhance understanding. Demonstrates attentiveness. Asks basic questions to clarify.
Communications – Communicative-ness **(0 to 3)**	73.10%	*(3) Highly Effective.* Consistently and effectively communicates with a wide spectrum of people at all levels, both within and beyond the organization.	(3) *Highly Effective.* Consistently and effectively communicates with a wide spectrum of people at all levels, both within and beyond the organization.	(2) *Effective*. Proactive in sharing important information; shares information in a timely manner. Escalates needed information appropriately.
Resiliency (0 to 3)	65.40%	(3) Strongly Resilient. Individual reports strength in 3-4 areas of resilience.	(3) Strongly Resilient. Individual reports strength in 3-4 areas of resilience.	(1) Minimally Resilient. Individual reports weaknesses in 1-3 assessment areas of resilience.
Self-Confidence – Dealing with Failure **(-2 to 3)**	61.50%	*(3) Admits Own Mistakes to Others and Acts to Correct Problems.*	(3) *Admits Own Mistakes to Others and Acts to Correct Problems.*	(-1) *Rationalizes or Blames Others or Circumstances for Failure*. This indicator is characteristic of superior

				performers in sales positions and other jobs involving frequent failure. May see self as victim.
Interpersonal Performance – Listening and Responding to Others **(-1 to 5)**	57.70%	*(5) Acts to Help*. Helps people with problems presented or observed.	(5) *Acts to Help*. Helps people with problems presented or observed.	(3) *Predicts Others' Responses*. Uses understanding based on listening and observation to predict and prepare for others' reactions
Accountability (-1 to 3)	42.30%	*(3) Self-Authoring Accountability.* Exceeds commitments to others by exceeding work standards for timeliness and quality. Lives Air Force Core Values. Generates enthusiasm among team members for accomplishing shared goals. Models professionalism and excellence in every endeavor.	(2) *Stalwart Performer*. Takes responsibility for personal and team performance/behavior and related results/outcomes. Always presents self in ways consistent with Air Force's and unit's desired image. Commits to Air Force and unit goals and encourages others to do the same.	(2) *Stalwart Performer*. Takes responsibility for personal and team performance/behavior and related results/outcomes. Always presents self in ways consistent with Air Force's and unit's desired image. Commits to Air Force and unit goals and encourages others to do the same.
Self-Control (-1 to 6)	38.50%	*(6) Calms Others*. In very stressful situations, calms others as well as controlling own emotions.	(5) *Responds Constructively*. Controls strong emotions or other stress and takes action to respond constructively to the source of the problems.	(2) *Controls Emotions.* Feels strong emotions, such as anger, extreme frustration, or stress; controls these emotions, but does not take constructive action.
Teamwork/ Cooperation – Intensity of Fostering Teamwork **(-1 to 7)**	38.50%	*(7) Resolves Conflicts.* Brings conflict within the team into the open and encourages or facilitates a beneficial resolution of conflicts (must involve action to resolve the conflict, not to hide it or avoid the issue).	(6) *Team-Builds.* Acts to promote a friendly climate, good morale, and cooperation (holds parties and get-togethers, creates symbols of group identity). Protects and promotes group reputation with outsiders.	(3) *Expresses Positive Expectations.* Expresses positive expectations of others. Speaks of team members in positive terms. Shows respect for others' intelligence by appealing to reason.
Interpersonal Performance – Depth of Understanding of Others **(-1 to 5)**	34.60%	*(5) Understands Complex Underlying Issues*. Understands complex causes of others· long-term underlying attitudes, behavior patterns, or problems.	(4) *Understands Underlying Issues*. Understands underlying problems: the reason for ongoing or long-term feelings, behaviors, concerns; or presents balanced view of strengths / weaknesses.	(2) *Understands Both Emotion and Content*. Understands present emotions and explicit content.
Communications – Oral **(0 to 4)**	30.80%	*(4) Superior*. Consistently delivers powerful, cutting edge	(3) *Effective*. Speaker delivers interesting presentations/descriptio	(2) *Minimally Effective.* Intended message is

		presentations using innovative techniques and media; establishes exceptional rapport with audience; is very adept at managing challenging questions form the audience; stays composed, repeats questions, looks at questioner, provides credible answers or admits to lack of knowledge; skilled at managing hostile or volatile audiences.	ns; engages audience with stories, questions and discussion, can field audience questions effectively.	conveyed but reader is not engaged.
Service Orientation – Intensity/ Motivation **(-3 to 9)**	26.90%	*(9) Acts as Clients' Advocate*. Takes clients' side versus own organization with long-term benefit to own organization (e.g., counsels client not to overextend on purchases (thus maintaining customer viability for the future.)); or pushes own management to resolve customer-related problems. Takes client's side in well-founded complaints regarding own company's treatment of client.	(8) *Acts as a Trusted Advisor*. Builds an independent opinion on client needs, problems/opportunities, and possibilities for implementation. Acts on this opinion (e.g., recommends appropriate approaches that are new and different from those requested by the client). Becomes intimately involved in client's decision-making process. [Effective functioning at this level depends on successful relationship-building over a period of time.] May push client to confront difficult issues.	(2) *Maintains Clear Communication with Client Regarding Mutual Expectations*. Monitors client satisfaction. Distributes helpful information to clients. Gives friendly, cheerful service.
Flexibility – Speed of Action **(1 to 5)**	19.23%	*(5) Instantaneous Action or Decision to Act.* "Turns on a dime."	(4) *Quick Changes* (within a day).	(1) *Long-Term, Considered, or Planned Changes* (over a month).
Relationship Building – Closeness of Relationship (0 to 8)	19.20%	*(8) Makes Close Personal Friendships*. Frequently entertains associates or customers at home. Becomes close personal friends with them; or utilizes personal friendships to expand business network.	(5) *Makes Occasional Social Contacts*. Occasionally initiates or pursues friendly relationships with associates or customers outside work at clubs, restaurants, etc.	(2) *Makes Work-Related Contacts*. Maintains formal working relationships (largely confined to work-related matters, not necessarily formal in tone or style or structure). Includes unstructured chats about work-related matters.
Information Seeking (0 to 7)	15.40%	*(7) Involves Others.* Involves others who	(5) *Does Research.* Makes a systematic	(2) *Personally Investigates.* Gets out

		would not normally be involved and gets them to seek out information. [Do not score for delegating research or information seeking to subordinates; this point is for involving people who would normally not be involved.]	effort over a limited period of time to obtain needed data or feedback: or does formal research through newspapers, magazines, or other resources.	personally to see the plane, factory, ship, customer's installation, loan applicant's business, classroom students' failing papers, or other problem. Questions those closest to the problem when others might ignore these people.
Self-Confidence – Self-Assurance **(-1 to 6)**	11.50%	*(6) Puts Self in Extremely Challenging Situations*. Confronts management or clients bluntly, or chooses to take on extremely challenging tasks.	(4) *Justifies Self-Confident Claims*. States own position clearly in conflicts. Actions support or justify verbal expression of self-confidence.	(3) *States Confidence in Own Ability*. Sees self as an expert, compares self or own abilities favorably with others. Sees self as causal agent, prime mover, catalyst, or originator. States confidence in judgment
Communications – Written **(0 to 4)**	11.50%	*(4) Superior*. Master writer. Consistently delivers powerful, cutting-edge written work using innovative techniques; establishes exceptional rapport with readers. Sought after for exceptional writing skills.	(3) *Effective*. Writer delivers interesting text that engages audience with stories, examples, other devices. Text is organized, format is appropriate, and major points are well supported with convincing evidence.	(3) *Effective*. Writer delivers interesting text that engages audience with stories, examples, other devices. Text is organized, format is appropriate, and major points are well supported with convincing evidence.
Service Orientation Initiative/ Discretionary Effort **(-1 to 5)**	11.50%	*(5) Takes Extraordinary Efforts*. Uses own time or works over a period of weeks to help others; or takes on tasks or efforts that go far beyond the normal job description.	(3) *Makes a Large Extra Effort to Meet Others' Needs*. About 2 to 6 times the normal time and effort involved.	(1) *Takes Routine or Required Actions*. Has an eye toward meeting the customers' needs.
Develops Others – Intensity and Completeness **(-1 to 9)**	7.70%	(9) Rewards Good Development. Promotes or arranges promotions for especially competent subordinates as a reward or a developmental experience; or gives other rewards for good performance. This behavior is ranked highly because generally an individual has to have developed people well to be able to reward them for responding well.	(6) *Does Long-Term Coaching or Training*. Arranges appropriate and helpful assignments, formal training, or other experiences for the purpose of fostering the other person's learning and development. Includes making people work out answers to problems themselves so they really know how, rather than simply giving them the answer. [Note: Formal training done simply to meet governmental or institutional	(4) *Gives Specific Positive or Mixed Feedback/or Developmental Purposes*.

			requirements does not count here.]	
Leadership – Strength of Leadership Role **(-1 to 7)**	7.70%	(7) *Communicates a Compelling Vision*. Inspires and motivates through interactions. Communicates a compelling vision that generates excitement, enthusiasm, and commitment to the group mission. (Examples of this level are rare and are likely to be inferred from the results of activities, from reports by others, and from the interviewer's observation and impression rather than by direct quotes).	(5) *Takes Care of Organization.* Protects the organization and its reputation vis-a-vis the larger organization, or the community at large: obtains needed personnel, resources, information for the organization. Makes sure the practical needs of the organization are met. This level is frequently seen in traditional military situations but also applies to obtaining less tangible resources for professional or managerial subordinates.	(2) *Informs People*. Informs those who are affected by decisions know what is happening/how they are affected. Makes sure followers have all the necessary information. May explain reasons for decisions.
Impact/Influence – Influence Others **(-1 to 8)**	7.70%	*(8) Complex Influence Strategies.* Uses complex influence strategies tailored to individual situations (e.g., using chains of indirect influence – "get A to show B so that B will tell C such-and-such"), structuring situations or jobs or changing organizational structure to encourage desired behavior; uses complex political maneuvering to reach a goal or have an effect.	(6) *Takes Two Steps to Influence*. With each step adapted to the specific audience or planned to have a specific effect or anticipates and prepares for other's reactions.	(4) *Calculates the Impact of One's Action or Words*. Adapts a presentation or discussion to appeal to the interest and level of others. Anticipates the effect of an action or other detail on people's image of the speaker.
Planning / Strategic Thinking (0 to 4)	7.70%	*(4) Strategic Planner.* Provides framework for prioritization across an organization, setting mission, key values and key initiatives. Continually communicates changing priorities to the organization at large to aid others in setting local priorities. Helps to clarify the strategic context for others and to relate ongoing and/or anticipated actions to	(3) *Advanced Planner*. Anticipates challenges and prevents problems where possible. Foresight enables adaptability to new challenges and opportunities – seldom surprised. Manages competing priorities effectively, all within a strategic context.	(1) *Possesses Basic Planning Skills.* Effectively prioritizes and completes multiple tasks; meets deadlines; makes good use of resources to meet taskings/stated requirements.

		that context to maximize the potential for success.		
Concern for Order, Quality, Accuracy (-1 to 7)	3.80%	*(7) Develops Complex Systems.* Puts new, detailed, complex systems in place to increase order and improve quality of data. Or deduces new needs (not having to do with order) from perceived disorder.	(5) *Monitors Data or Projects.* Monitors progress of a project against milestones or deadlines. Monitors data, discovers weaknesses or missing data, and seeks out information to keep order; general concern for increasing order in existing systems.	(0) *Not Applicable.* Active order keeping is not needed, or is done by someone else, or a lack of concern for order is noticed but does not cause problems.
Initiative – Discretionary Effort **(-1 to 6)**	3.80%	*(6) Involves Others*. Gets others involved in unusual extra efforts (e.g., enlists family. co-workers. community members. usually on a volunteer basis).	(4) *Does Much More Than Is Required.* Starts and carries through new projects.	(1) *Works Independently.* Completes assignments without constant supervision.
Directiveness - Intensity (-1 to 9)	3.80%	*(9) When Necessary, Fires or Gets Rid of Poor Performers*, without undue hesitation, after appropriate efforts to get them to improve have failed.	(4) *Demands High Performance.* Unilaterally sets standards; demands high performance, quality, or resources; insists on compliance with own orders or requests.	(2) *Gives Detailed Directions.* Delegates routine tasks in order to free self for more valuable or longer-range considerations, or gives directions with very specific details. Superior performers sometimes show this level when they lack formal authority, but no one else is taking charge.
Decision-Making (0 to 4)	3.80%	*(4) Exemplary Decision-Maker*. An expert at anticipating and creatively solving organizational strategic problems. Maintains and taps into vast network of thought leaders and analysts to get in-depth analysis of strategic challenges. Continually tracks strategic decisions and monitors impact to ensure desired outcomes and improve future decision-making.	(3) *Highly Effective.* Analyzes and anticipates unintended consequences when making recommendations or decisions; forms and often leads problem-solving teams. Coaches others in problem-solving. Understands problems within broader context. Limited follow-up.	(2) *Effective*. Leverages appropriate decision-making techniques (e.g., identifies root causes, involves others, gathers information, etc.); ask questions to isolate problem and generate acceptable, alternative solutions; identifies key decisions within area of responsibility. No follow-up.
Org Awareness – Depth of Understanding **(-1 to 6)**	3.80%	*(6) Understands Long-Term Underlying Issues*. Understands (and addresses) long-term underlying problems, opportunities, or political	(5) *Understands Underlying Organizational Issues.* Understands (and addresses) the reasons for on-going	(3) *Understands Climate and Culture.* Recognizes unspoken organizational constraints – what is and is not possible at certain times or in certain

		forces affecting the organization in relation to the external world.	organizational behavior or the underlying problems, opportunities or political forces affecting the organization. Or, describes the underlying functional structure of the organization.	positions. Recognizes and uses the corporate culture, and the language etc. that will be best heard.
Achievement - Intensity (-1 to 8)	0%	*(8) Persists in Entrepreneurial Efforts.* Takes numerous, sustained actions over time in the face of obstacles to reach entrepreneurial goal; or successfully completes entrepreneurial endeavors.	(5) *Sets Challenging Goals*. Sets and acts to reach challenging goals for self or others (e.g., "to improve quality, productivity, etc. by 15% in 6 months"). "Challenging" means there is about a 50-50 chance of actually achieving the goal – it is definitely a "stretch goal" but it is realistic and possible. Setting and working to meet challenging goals is scored even if the goals are not actually met. Cites specific measures of baseline performance compared with better performance at a later point in time: "When I took over, efficiency was 20%; it is now it is up to 85%."	*(2) Works to Meet Others' Standards*. Works to meet a standard set by management.
Achievement - Degree of Innovation (0 to 4)	0%	*(4) Transformation.* Does things that are so new and effective they transform an entire industry (e.g., Gen Schriever's leadership in the Western Development Division under the Air Research Development Command that created the intercontinental ballistic missile and made breakthroughs that allowed satellites to be launched into space). This level, by definition, is rarely seen.	*(2) New to the Organization.* Improves performance by doing something new and different (that has not been done in the organization but is not necessarily new within the Air Force).	*(0) Does Not Do New Things.*

Flexibility – Breadth of Change **(-1 to 6)**	0%	*(6) Adapts Strategies*. Makes large or long-term adaptations in own or client company in response to the needs of the situation.	(4) *Adapts Own Strategies, Goals, or Projects to Situations*.	*(1) Sees Situation Objectively*. Recognizes the validity of others' viewpoints.
Initiative – Time-Span (-1 to 9)	0%	*(9) Acts 10+ Years Ahead*. Looks 10+ years ahead and acts to create opportunities or avoid problems.	(5) *Acts 3-12 Months Ahead*. Anticipates and prepares for a specific opportunity or problem that is not obvious to others. Takes action to create opportunities or avoid problems.	(2) *Addresses Current Opportunities or Problems*. Recognizes and acts on present opportunities or addresses present problems (usually completed within 1 or 2 days).
Organizational Commitment (-1 to 6)	0%	*(6) Sacrifices Own Unit's Good for Organization*. Sacrifices own department's short-term good for long-term good of organization (e.g., volunteers cost reductions or layoffs in own group, takes on extra tasks. etc.); asks others to make sacrifices to meet larger organization's needs.	(4) *Makes Personal or Professional Sacrifices*. Puts organizational needs before personal needs; makes personal sacrifices to meet the organization's needs over professional identity and preferences and family concerns.	(2) *Models "Organizational Citizenship Behaviors."* Shows loyalty, willingness to help colleagues complete their tasks, respect for the wishes of those in authority.
Teamwork/ Cooperation – Amount of Effort or Initiative to Foster Teamwork **(0 to 5)**	0%	*(5) Involves Others in Extraordinary Efforts.*	(2) *Takes Much More Than Routine Action Him-or Herself (5-15 actions).*	(1) *Takes More Than Routine Action Him-or Herself (Up to 4 extra phone calls, conversations, or actions).*
Leadership – Amount of Effort or Initiative to Foster Teamwork **(0 to 5)**	0%	*(5) Involves Others in Extraordinary Efforts.*	(2) *Takes Much More Than Routine Action Him-or Herself (5-15 actions).*	(1) *Takes More Than Routine Action Him-or Herself (Up to 4 extra phone calls, conversations, or actions).*
Analytical Thinking – Complexity **(0 to 6)**	0%	*(6) Makes Extremely Complex Plans or Analyses.* Organizes, sequences and analyzes extremely complex interdependent systems.	(4) *Makes Complex Plans or Analyses.* Systematically breaks down a complex problem or process into component parts. Uses several techniques to break apart complex problems to reach a solution; or makes long chains of causal connections.	(3) *Sees Multiple Relationships.* Analyzes relationships among several parts of a problem or situation. Breaks down a complex task into manageable pans in a systematic way. Recognizes several likely causes of events, or several consequences of actions. Generally anticipates obstacles and thinks ahead about next steps.

Conceptual/ Creative Thinking – Complexity and Originality of Concepts **(0 to 7)**	0%	*(7) Creates New Models.* Creates new models or theories that explain a complex situation or problem and reconciles discrepant data.	(4) *Simplifies Complexity.* Pulls together ideas. Issues and observations into single concept or a clear presentation. Identifies a key issue in a complex situation.	(2) *Recognizes Patterns.* Observes discrepancies, trends, and interrelationships in data or sees crucial differences between current situation and things that have happened before.
Fostering Innovation – Complexity **(0 to 6)**	0%	*(6) Makes Extremely Complex Plans or Analyses.* Leads others in organizing, sequencing and analyzing extremely complex interdependent systems.	(4) *Makes Complex Plans or Analyses.* Leads others in systematically breaking down complex problems or processes into component parts. Suggests and guides others through the use of multiple techniques to break apart complex problems to reach a solution; or make long chains of causal connections.	(2) *Sees Basic Relationships.* Assists others in analyzing relationships among a few parts of a problem or situation and finding simple causal links (A causes B) or pro-and-con decisions. Helps group to set priorities for tasks in order of importance.
Change Management (0 to 4)	0%	*(4) Strategic-Level Change Manger.* Initiates needed major organizational changes; recognized expert in change management (e.g., motivates organization toward needed change by constantly communicating vision of the preferred future promised by the change); understands the importance of properly managing transitions and establishes/oversees transition teams to successfully realize change results.	(2) *Skilled Change Manager.* Models required changes; respected as "change agent" within organization; serves on transition teams; involves others, conveying needed information to ensure understanding and maximize support.	(1) *Possesses Basic Change-Management Skills.* Recognizes need for change and is able to "roll with it"; supports change initiated by others; limits public criticism and tries to maintain positive presence with peers and subordinates.

Time and resource limitations, to include the need for training interviewers on a standardized protocol, did not allow for further use of the behavioral event interview (BEI) methodology in other career fields or with groups of more average performers. However, this chaplain study did provide initial validation evidence that a less time-consuming survey of competency importance yielded similar results (on competencies most important for success) as did the in-depth interviews on how the competencies had been applied in one's work.

Phase 3: Validation of Competency Importance Based on Elite or High-Performing Enlisted, Officer, and Civilian Samples

In Phase 3, three independent and highly distinct groups of elite or high-performing Air Force members were surveyed to further validate competency importance:

- Retired general officers (currently serving as adjunct contract professors, ACPs);
- Survival, Evasion, Resistance, and Escape (SERE) specialists nominated based on their high level of performance
- Civilians competitively selected to attend Air Force Professional Military Education (PME)

Due to large differences in the extent to which chaplain superior performers demonstrated high levels of Resilience as compared to Flexibility during the BEIs (Phase 2), the Phase 2 competency of Flexibility and Resilience was divided into two separate competencies, for a total of 27 competencies to be validated in Phase 3. Based on themes from the chaplain BEIs, the competency of Perseverance and Passion was added; the competency of Interpersonal Performance was removed, based on the incorporation of active listening as part of the Communication competency definition.

In this phase, the three samples rated competency importance using a two-part survey. In part 1 of the survey, respondents provided single-item ratings of importance based on a competency label and definition (as in Phase 2) and three common behaviors associated with the competency. Survey respondents additionally rated the extent to which they displayed the behaviors for each competency. The competency definitions and example behaviors presented appear in Appendix E, with corresponding references from Spencer and Spencer (1993), DoDI 1430.16 or the existing AFMAN 36-2647, noted where applicable. The two Likert-type items for each competency were scaled as follows:

- How do you personally rate the importance of [each competency] to perform successfully in an Air Force career?

SERE and ACP surveys:

Not At All Important	Slightly Important	Important	Very Important	Extremely Important
1	2	3	4	5

Civilian survey:

Not At All Important	Not Very Important	Slightly Important	Important	Very Important	Extremely Important
1	2	3	4	5	6

- How often do you display the common behaviors of [a given competency]?

SERE and ACP surveys:

Almost Never	Rarely	Sometimes	Often	Almost Always
1	2	3	4	5

Civilians:

Almost Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
1	2	3	4	5	6

Phase 3a: Competency Importance Based on Retired General Officer Sample

A convenience sample of 25 members who retired from the Air Force at the rank of O-6 or above completed the survey at an annual Adjunct Contract Professor (ACP) conference hosted by the Air Force Chief of Staff at the Pentagon in August 2018. The sample included two colonels, one brigadier general, nine major generals, nine lieutenant generals, two generals, and two senior executives. See Appendix F for the full list of participants.

As shown in the table below, on average, all 27 competencies were rated as "Important" (mean = 3.0) or greater on the single-item competency importance scales. Competencies rated as most highly important included Accountability (*M* = 4.83), Leadership (*M* = 4.83), Decision-Making *M* = 4.71), Teamwork and Cooperation (*M* = 4.67); more than half of the sample identified these competencies as "Extremely Important."

COMPETENCY	**Mean Importance Rating**	**Mean Frequency Rating**
Accountability	4.83	4.83
Teamwork and Cooperation	4.67	4.5
Resource Management	3.92	4.42
Planning (Strategic Thinking)	4.5	4.38
Grit	3.96	3.88
Communciation	4.38	4.25
Change Management	4.04	3.88
Develops Others	4.42	4.13
Achievement Orientation	4.22	4.28
Service Orientation	3.92	4
Information Seeking	4.39	4.22
Analytical Thinking	4.38	4.38
Flexibility	4.33	4.28
Decision Making	4.71	4.67
Organizational Commitment	4.22	4.28
Conceptual and Creative Thinking	4.08	4.04
Fostering Innovation	3.83	3.75
Relationship Building	4.21	4.42

Organizational Awareness	3.96	4.13
Self Control	4.44	4.5
Self Confidence	3.94	4.5
Concern for Order, Quality and Accuracy	4.22	4.56
Resilience	4.44	4.39
Impact and Influence	3.38	3.63
Initiative	4.44	4.39
Leadership	4.83	4.79
Directiveness	3.33	3.38

Phase 3b: Competency Importance Based on SERE Specialist Superior Performer Sample

A total of 86 SERE specialists in the ranks of Senior Airmen (SrA) to Chief Master Sergeant (CMSgt) (modal rank of Staff Sergeant) were nominated by their MAJCOM for study participation based on demonstrated outstanding performance. As shown in the table below, on average, all 27 competencies were rated as "Important" (mean = 3.0) or greater on the single-item competency importance scales. Competencies rated as most highly important included Communication (M = 4.67), Accountability (*M* = 4.66), Flexibility (M = 4.57), and Decision-Making (*M* = 4.52; more than half of the sample identified these competencies as "Extremely Important." Among these members, mean displayed frequency of the example effective competency behaviors ranged from 3.87 (3 = "Sometimes" and 4 = "Often") to 4.83 (4 = "Often" and 5 = "Almost Always").

Competency	Mean Importance Rating	Std. Deviation	Mean Displayed Frequency Rating	Std. Deviation
Accountability	4.66	.644	4.83	.411
Achievement	4.08	.800	4.33	.758
Order	4.14	.856	4.44	.625
InfoSeek	4.06	.925	4.35	.647
Flexibility	4.57	.624	4.63	.554
Resilience	4.44	.713	4.57	.605
Initiative	4.27	.900	4.49	.548
Self Control	4.22	.832	4.35	.682
Self Confidence	4.17	.884	4.47	.608
Organizational Commitment	3.76	.867	4.20	.700
Communication	4.67	.641	4.50	.609

Relationship-Building	4.23	.903	4.36	.718
Service Orientation	3.72	.903	4.05	.796
Develops Others	4.27	.887	4.34	.820
Teamwork & Cooperation	4.26	.829	4.41	.602
Leadership	4.44	.849	4.45	.607
Directiveness	3.92	.910	4.09	.792
Grit	4.16	.919	4.34	.662
Impact & Influence	3.93	.905	3.97	.887
Analytical Thinking	4.14	.883	4.33	.743
Conceptual Thinking	3.99	.888	4.08	.815
Decision Making	4.52	.747	4.51	.664
Planning (Strategic Thinking)	4.22	.726	4.29	.749
Fostering Innovation	4.05	.993	3.99	.861
Organizational Awareness	3.85	.888	3.87	.865
Resource Management	3.99	.874	4.24	.781
Change Management	3.86	.935	3.90	.854

Phase 3c: Competency Importance Based on Civilian Sample Competitively Selected for PME

Due to the difficulty of obtaining ratings of superior performance among civilians, in-residence attendance of Professional Military Education was used as a proxy for high performance; among civilians, in-residence course attendance requires a competitive selection process based on demonstrated performance and/or performance potential. A total of 585 civilian graduates of in-residence Squadron Officer School (SOS), Air Command and Staff College (ACSC), and/or Air War College were invited to participate in the survey. Of these, 163 civilians, GS-12 to GS-15 or equivalent, participated in the survey. As shown in the table below, on average, all 27 competencies were rated as “Important” (mean = 4.0) or greater on the single-item competency importance scales. Competencies rated as most highly important included Accountability (*M* = 5.59), Communication (*M* = 5.42), Decision-Making (M = 5.38), Analytical

Thinking (*M* = 5.29), and Leadership (M = 5.26). Among these civilians that had been competitively selected for PME, mean displayed frequency of the example effective competency behaviors ranged from 4.39 (4 = “Occasionally” and 5 = “Frequently”) to 5.72 (5 = “Frequently” and 6 = “Very Frequently”).

Competency	Mean Importance Rating	Std. Deviation	Mean Displayed Frequency Rating	Std. Deviation
Accountability	5.59	.691	5.72	.500
Achievement	5.07	.857	5.33	.647
Order	5.18	.803	5.47	.580
InfoSeek	5.17	.877	5.42	.597
Flexibility	5.20	.860	5.31	.634
Resilience	5.18	.870	5.19	.750
Initiative	5.11	1.018	5.35	.733
Self Control	5.18	.818	5.26	.692
Self Confidence	4.98	.860	5.09	.781
Organizational Commitment	4.87	1.037	5.10	.790
Communication	5.42	.753	5.33	.694
Relationship-Building	5.20	.840	5.26	.725
Service Orientation	4.83	1.010	5.06	.803
Develops Others	5.06	1.052	5.02	.909
Teamwork & Cooperation	5.31	.849	5.34	.723
Leadership	5.26	.828	5.16	.801
Directiveness	4.52	1.172	4.39	1.224
Grit	4.58	1.017	4.79	.873
Impact & Influence	4.69	.958	4.71	.981
Analytical Thinking	5.29	.829	5.31	.790
Conceptual Thinking	4.80	1.036	4.88	.830
Decision Making	5.38	.747	5.25	.723
Planning (Strategic Thinking)	5.10	.890	4.99	.903

Fostering Innovation	4.72	1.067	4.58	.974
Organizational Awareness	4.85	.933	4.84	.909
Resource Management	5.08	.831	4.97	.892
Change Management	4.79	.935	4.65	1.069

Phase 4: Validation of Competency Importance Through Large-Scale Survey

In the final phase of validation, competency content validation was "crowd-sourced" to include input from a larger, more representative cross-section of Air Force civilians, officers, and enlisted members. Although Air Force members of all ranks/grades were surveyed, responses of O-6s and CMSgts—members competitively selected for career progression based on their record of performance—were analyzed separately, as a group that would meet the more traditional job analytic definition of subject matter experts. Individuals who had already participated in the elite / high-performing sample surveys were not re-surveyed.

Sampling Method.

In November-December 2018, the Air Force Survey Office (AFPC/DSYS) contacted a total of 23,511 Air Force members (7,662 officer; 7959 enlisted; 7,890 civilian) via email to request participation in the online CAC-enabled survey. The populations surveyed included all ranks/grades, and participants were selected to ensure adequate representation by career field function based on Military Personnel Data System (MilPDS) records:

	Population	**Sample Surveyed**	**Survey Respondents**
Officers			
- Operations	37,233	1,980	268 (13.54% response rate)
- Logistics	4,629	1,846	311 (16.85% response rate)
- Support	5,336	1,866	329 (17.63% response rate)
- Other or missing	28,020	1,970	349 (17.72% response rate)
Enlisted			
- Operations	52,714	1,986	209 (10.52% response rate)
- Logistics	139,887	1,996	250 (12.5% response rate)
- Support	113,367	1,991	188 (9.44% response rate)

- Other or missing	47,156	1,986	198 (9.97% response rate)
Civilians			
- Logistics	44,516	1,980	292 (14.75% response rate)
- Support	20,983	1,965	453 (23.05% response rate)
- Science & Engineering	16,148	1,954	360 (18.42% response rate)
- Other	73,000	1,991	422 (21.20% response rate)
OVERALL TOTAL	**582,989**	**23,511**	**3,629** **(15.44% response rate)**

Survey Instrument.

Competency importance was validated using a two-part survey. In part 1 of the survey, respondents provided single-item ratings of importance based on a competency label and definition and three common behaviors associated with the competency. This survey was identical to that used in the Phase 3 survey of civilian PME selects, with respondents asked to respond to the following two questions, scaled as follows, for each of the 27 competencies:

- How do you personally rate the importance of [each competency] to perform successfully in an Air Force career?

Not At All Important	Not Very Important	Slightly Important	Important	Very Important	Extremely Important
1	2	3	4	5	6

- How often do you display the common behaviors of [a given competency]?

Almost Never	Very Rarely	Rarely	Occasionally	Frequently	Very Frequently
1	2	3	4	5	6

In part 2 of the survey, respondents rated the importance of 145 behavioral or attitudinal items corresponding to each competency (3-10 items per competency). The items were selected from published multi-item scales previously validated in the academic research literature; reverse-worded scale items were removed for clarity. Scale references, item stems, and internal reliabilities for the other scales are reported in the Appendix G. Items were retained in each competency composite if item inclusion contributed to scale internal reliability; resulting scale reliabilities ranged from .78 to .94 (retained items are noted in bold in Appendix G).

Use of the multi-item scales helped ensure that ratings of competency importance were not affected by the survey respondent's prior exposure to the terms used to label the

competencies. As such, part 2 of the survey removed any reference to the competency labels, and the order of presentation of items was randomized to intermix items corresponding to different competencies. The Likert-type items for each competency were scaled as follows:

- To perform successfully in the Air Force, it is important to…

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	2	3	4	5	6

Competency Importance Based on "Crowdsourced" Full Samples.

Results were consistent across civilians, officers, and enlisted members in validating competency importance. As shown in the Tables below, mean single-item competency importance ratings in Part 1 of the survey exceeded 4.0 for all 27 competencies for civilian (N = 1527), officer (N = 1257), and enlisted (N = 845) samples. Mean competency importance ratings exceeded 3.90 for all 27 competencies for all career field groups surveyed (operations, logistics, force support, and science/engineering). As shown, each of the 27 competencies was identified as "Important," "Very Important," or "Extremely Important" by over 75% of the civilian, officer, and enlisted respondents.

Mean Importance Ratings (Single-Item Competency Ratings: "How do you personally rate the importance of [COMPETENCY] to perform successfully in an Air Force career?")

COMPETENCY	Civilian (N = 1527) Mean	SD	Officer (N = 1257) Mean	SD	Enlisted (N = 845) Mean	SD
1. Accountability	5.52	.799	5.58	.774	5.48	.801
2. Achievement Orientation	5.06	.882	4.93	.906	4.80	1.026
3. Concern for Order, Quality, and Accuracy	5.28	.809	5.13	.883	5.20	.867
4. Information Seeking	5.10	.935	5.04	.985	5.10	.927
5. Flexibility	5.24	.866	5.30	.871	5.37	.843
6. Resilience	5.15	.881	5.27	.834	5.37	.836
7. Initiative	5.12	.944	5.09	.968	5.10	.950
8. Self-Control	5.14	.872	5.13	.887	5.19	.906
9. Self-Confidence	4.96	.911	4.82	.917	4.98	.980
10. Organizational Commitment	4.91	1.000	4.79	1.051	4.80	1.128
11. Communication	5.30	.897	5.34	.867	5.40	.868

12. Relationship-Building	4.95	.947	5.07	.903	4.88	1.014
13. Service Orientation	4.77	1.000	4.76	1.022	4.67	1.017
14. Perseverance and Passion	4.66	1.034	4.67	1.088	4.68	1.042
15. Develops Others	5.01	.988	5.18	1.003	5.27	.920
16. Teamwork and Cooperation	5.25	.874	5.24	.873	5.28	.882
17. Leadership	5.25	.904	5.39	.841	5.29	.901
18. Directiveness: Assertiveness and the use of Positional Power	4.32	1.218	4.34	1.130	4.62	1.022
19. Impact and Influence	4.40	1.091	4.52	1.023	4.58	1.077
20. Analytical Thinking (problem-solving, advocacy)	5.08	.913	5.02	.936	5.00	.979
21. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	4.75	1.019	4.68	1.059	4.69	1.033
22. Decision Making.	5.30	.835	5.42	.796	5.28	.825
23. Planning (Strategic Thinking).	5.07	.909	5.04	.967	5.02	.966
24. Fostering Innovation	4.65	1.033	4.63	1.125	4.70	1.050
25. Organizational Awareness (JIIM, Culture, etc.)	4.61	1.070	4.62	1.028	4.58	1.125
26. Resource Management (Money, Manpower, Facilities, etc.)	4.99	.955	4.90	.981	4.95	.994
27. Change Management	4.56	1.110	4.51	1.045	4.62	1.070

Civilian Mean Importance Ratings, By Sampling Category (Single-Item Competency Ratings)

COMPETENCY	Civilian Logistics Mean (N = 292)	SD	Civilian Force Support Mean (N = 453)	SD	Civilian Science & Engineering Mean (N = 360)	SD
1. Accountability	5.56	0.723	5.56	0.874	5.40	0.838
2. Achievement Orientation	5.10	0.867	5.13	0.845	4.89	0.986
3. Concern for Order, Quality, and Accuracy	5.41	0.752	5.37	0.797	5.04	0.878
4. Information Seeking	5.17	0.872	5.18	0.971	4.96	0.985
5. Flexibility	5.25	0.787	5.38	0.855	5.01	1.003
6. Resilience	5.13	0.860	5.28	0.827	4.98	0.915
7. Initiative	5.17	0.848	5.26	0.871	4.88	1.107
8. Self-Control	5.18	0.817	5.25	0.866	4.99	0.913
9. Self-Confidence	5.06	0.851	5.03	0.931	4.78	0.963
10. Organizational Commitment	4.94	1.000	5.09	0.973	4.68	1.061
11. Communication	5.35	0.830	5.47	0.858	5.07	1.003
12. Relationship-Building	4.87	0.931	5.09	0.936	4.86	0.968
13. Service Orientation	4.71	0.992	5.01	0.972	4.53	1.047
14. Perseverance and Passion	4.66	1.008	4.79	1.033	4.50	1.112
15. Develops Others	5.10	0.933	5.12	0.997	4.81	1.048
16. Teamwork and Cooperation	5.21	0.924	5.37	0.843	5.16	0.867
17. Leadership	5.23	0.918	5.37	0.887	5.05	0.962
18. Directiveness: Assertiveness and the use of Positional Power	4.52	1.138	4.46	1.177	3.92	1.273
19. Impact and Influence	4.45	1.062	4.55	1.070	4.24	1.138
20. Analytical Thinking (problem-solving, advocacy)	4.97	0.939	5.04	0.921	5.21	0.931

21. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	4.67	0.965	4.83	0.995	4.73	1.141
22. Decision Making.	5.27	0.872	5.40	0.799	5.21	0.857
23. Planning (Strategic Thinking).	5.01	0.923	5.12	0.940	5.02	0.917
24. Fostering Innovation	4.65	1.015	4.75	1.004	4.60	1.105
25. Organizational Awareness (JIIM, Culture, etc.)	4.60	1.035	4.76	1.019	4.39	1.149
26. Resource Management (Money, Manpower, Facilities, etc.)	5.00	0.988	5.15	0.921	4.79	0.994
27. Change Management	4.55	1.062	4.73	1.056	4.33	1.198

Officer Mean Importance Ratings, By Sampling Category (Single-Item Competency Ratings)

COMPETENCY	Officer Logistics Mean (N = 311)	SD	Officer Support Mean (N = 329)	SD	Officer Operations Mean (N = 268)	SD
1. Accountability	5.68	0.676	5.57	0.778	5.48	0.893
2. Achievement Orientation	4.93	0.894	4.85	0.898	4.91	0.950
3. Concern for Order, Quality, and Accuracy	5.23	0.836	5.11	0.884	5.03	0.920
4. Information Seeking	5.08	0.977	5.01	0.940	4.99	1.081
5. Flexibility	5.30	0.834	5.29	0.836	5.27	1.019
6. Resilience	5.19	0.880	5.30	0.783	5.27	0.823
7. Initiative	5.15	0.928	5.09	0.928	4.96	1.073
8. Self-Control	5.15	0.880	5.09	0.872	5.10	0.902
9. Self-Confidence	4.83	0.936	4.73	0.899	4.83	0.904
10. Organizational Commitment	4.81	1.039	4.82	0.981	4.60	1.165
11. Communication	5.46	0.785	5.32	0.837	5.30	0.908

12. Relationship-Building	5.13	0.870	5.07	0.846	5.04	0.927
13. Service Orientation	4.79	1.003	4.70	0.977	4.70	1.112
14. Perseverance and Passion	4.76	1.059	4.61	1.039	4.62	1.189
15. Develops Others	5.28	0.925	5.18	0.986	5.04	1.125
16. Teamwork and Cooperation	5.26	0.837	5.23	0.885	5.15	0.973
17. Leadership	5.46	0.806	5.42	0.781	5.28	0.924
18. Directiveness: Assertiveness and the use of Positional Power	4.44	1.099	4.33	1.121	4.25	1.182
19. Impact and Influence	4.57	1.023	4.43	1.028	4.50	1.062
20. Analytical Thinking (problem-solving, advocacy)	4.99	0.930	4.94	0.946	5.00	0.972
21. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	4.71	1.043	4.63	1.025	4.62	1.198
22. Decision Making.	5.46	0.752	5.44	0.722	5.39	0.919
23. Planning (Strategic Thinking).	5.13	0.910	5.04	0.959	4.96	1.075
24. Fostering Innovation	4.68	1.083	4.52	1.091	4.55	1.255
25. Organizational Awareness (JIIM, Culture, etc.)	4.67	1.048	4.48	0.960	4.60	1.081
26. Resource Management (Money, Manpower, Facilities, etc.)	5.03	0.906	4.89	0.940	4.75	1.054
27. Change Management	4.56	1.011	4.46	1.021	4.38	1.107

Enlisted Mean Importance Ratings, By Sampling Category (Single-Item Competency Ratings)

COMPETENCY	Enlisted Logistics Mean (N = 250)	SD	Enlisted Support Mean (N = 188)	SD	Enlisted Operations Mean (N = 209)	SD
1. Accountability	5.42	0.857	5.47	0.811	5.51	0.735
2. Achievement Orientation	4.74	1.044	4.78	1.081	4.82	0.947
3. Concern for Order, Quality, and Accuracy	5.16	0.856	5.19	0.881	5.15	0.907
4. Information Seeking	5.12	0.834	5.10	0.968	5.10	0.953
5. Flexibility	5.25	0.924	5.37	0.820	5.41	0.810
6. Resilience	5.29	0.858	5.47	0.742	5.31	0.879
7. Initiative	5.15	0.888	5.06	0.982	5.06	0.989
8. Self-Control	5.15	0.919	5.13	0.973	5.16	0.862
9. Self-Confidence	5.02	0.971	5.04	0.918	4.88	1.042
10. Organizational Commitment	4.77	1.152	4.81	1.168	4.68	1.125
11. Communication	5.43	0.876	5.28	0.976	5.38	0.886
12. Relationship-Building	4.84	1.080	4.86	1.042	4.90	0.966
13. Service Orientation	4.68	1.022	4.61	1.041	4.61	1.023
14. Perseverance and Passion	4.78	0.959	4.57	1.085	4.61	1.130
15. Develops Others	5.16	1.004	5.23	0.940	5.31	0.839
16. Teamwork and Cooperation	5.29	0.882	5.23	0.951	5.21	0.851
17. Leadership	5.26	0.865	5.28	0.959	5.24	0.899
18. Directiveness: Assertiveness and the use of Positional Power	4.69	0.997	4.60	1.011	4.53	1.083
19. Impact and Influence	4.57	1.078	4.52	1.111	4.60	1.056
20. Analytical Thinking (problem-solving, advocacy)	4.98	0.978	4.97	1.005	4.98	1.000
21. Conceptual and Creative Thinking	4.71	1.075	4.65	1.052	4.60	1.033

(Innovation/Diversity of Thought/Airmindedness)						
22. Decision Making.	5.29	0.805	5.19	0.856	5.30	0.837
23. Planning (Strategic Thinking).	5.01	0.978	5.04	0.953	4.94	1.029
24. Fostering Innovation	4.78	1.055	4.72	0.975	4.50	1.114
25. Organizational Awareness (JIIM, Culture, etc.)	4.62	1.160	4.50	1.154	4.54	1.114
26. Resource Management (Money, Manpower, Facilities, etc.)	4.97	0.965	4.91	1.056	4.78	1.034
27. Change Management	4.66	1.007	4.56	1.076	4.50	1.114

Competency Importance by Percentage Endorsement

COMPETENCY	Civilian (N = 1527) % Identify as Important, Very Important, or Extremely Important	Enlisted (N = 845)	Officer (N = 1257)	Total (N = 3629)
1. Accountability	96.9%	97.2%	97.1%	97.1%
2. Achievement Orientation	96.1%	91.1%	94.5%	94.4%
3. Concern for Order, Quality, and Accuracy	97.8%	96.8%	95.9%	96.9%
4. Information Seeking	95.2%	95.7%	94.2%	95.0%
5. Flexibility	96.8%	97.5%	97.2%	97.1%
6. Resilience	96.7%	97.0%	97.5%	97.1%
7. Initiative	95.2%	95.7%	94.4%	95.0%
8. Self-Control	96.8%	96.6%	96.4%	96.6%
9. Self-Confidence	95.5%	94.1%	94.1%	94.7%
10. Organizational Commitment	92.7%	89.6%	90.1%	91.1%
11. Communication	96.8%	97.0%	97.1%	97.0%

12. Relationship-Building	94.6%	92.7%	96.6%	94.8%
13. Service Orientation	91.1%	89.6%	90.4%	90.5%
14. Perseverance and Passion	89.6%	89.1%	88.5%	89.1%
15. Develops Others	94.0%	96.4%	94.7%	94.8%
16. Teamwork and Cooperation	96.8%	97.4%	96.1%	96.7%
17. Leadership	96.1%	96.4%	97.1%	96.5%
18. Directiveness: Assertiveness and the use of Positional Power	77.7%	89.7%	80.8%	81.6%
19. Impact and Influence	82.4%	87.3%	86.2%	84.9%
20. Analytical Thinking (problem-solving, advocacy)	95.9%	93.7%	95.1%	95.1%
21. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	91.3%	89.7%	89.9%	90.4%
22. Decision Making.	97.7%	97.9%	97.7%	97.7%
23. Planning (Strategic Thinking).	95.8%	95.0%	94.3%	95.1%
24. Fostering Innovation	90.0%	90.7%	87.8%	89.4%
25. Organizational Awareness (JIIM, Culture, etc.)	88.0%	86.5%	88.3%	87.8%
26. Resource Management (Money, Manpower, Facilities, etc.)	95.2%	94.1%	93.6%	94.4%
27. Change Management	85.3%	87.9%	86.6%	86.4%

Results from Part 2 of the survey were consistent across civilians, officers, and enlisted members in validating competency importance. As shown in the Table below, mean multi-item competency importance ratings exceeded 3.9 for all 27 competencies for civilian, officer, and enlisted samples.

Competency Importance Ratings Based on Multi-Item Scales

COMPETENCY	Civilian (N = 1386-1482) Mean	SD	Officer (N = 1143-1237) Mean	SD	Enlisted (N = 767-814) Mean	SD
1. Accountability	5.4293	0.63644	5.3696	0.68529	5.3984	0.73301
2. Achievement Orientation	5.2382	0.75730	4.9857	0.91987	5.1593	0.86329
3. Concern for Order, Quality, and Accuracy	5.0394	0.66976	4.8251	0.70549	5.0732	0.75790
4. Information Seeking	4.9496	0.75228	4.7984	0.87413	4.9325	0.84011
5. Flexibility	5.1171	0.70052	5.0506	0.75431	5.1590	0.78750
6. Resilience	4.7010	0.87765	4.4898	0.94666	4.6366	0.96618
7. Initiative	4.9016	0.70773	4.7006	0.71528	4.9573	0.75991
8. Self-Control	4.9719	0.64130	4.8837	0.66282	5.0350	0.69816
9. Self-Confidence	4.7792	0.79718	4.6469	0.80457	4.9240	0.84009
10. Organizational Commitment	5.0477	0.78645	4.8252	0.88318	5.0259	0.88940
11. Communication	5.1730	0.63523	5.1176	0.66416	5.1619	0.70752
12. Relationship-Building	4.7498	0.83324	4.8536	0.81540	4.9636	0.88881
13. Service Orientation	5.1639	0.72705	5.0349	0.85471	5.1869	0.77458
14. Perseverance and Passion	5.2648	0.64325	5.1867	0.68958	5.2718	0.72023
15. Develops Others	5.2821	0.73702	5.2606	0.77056	5.3383	0.75889
16. Teamwork and Cooperation	5.3504	0.69335	5.2982	0.71790	5.3210	0.76587
17. Leadership	4.9407	0.73864	4.8025	0.76945	5.0482	0.77768
18. Directiveness: Assertiveness and the use of Positional Power	4.0938	1.12108	3.9371	1.13562	4.4464	1.14149
19. Impact and Influence	4.8938	0.79535	4.7489	0.86263	4.9700	0.84586
20. Analytical Thinking (problem-solving, advocacy)	4.8961	0.79553	4.6824	0.86453	4.8797	0.90232

21. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	5.0120	0.79372	4.7706	0.93783	5.0280	0.87147
22. Decision Making.	5.1969	0.71244	5.0321	0.73161	5.1775	0.81370
23. Planning (Strategic Thinking).	5.1818	0.70477	5.0649	0.74491	5.1341	0.78771
24. Fostering Innovation	4.8185	0.80689	4.5978	0.91540	4.9060	0.85006
25. Organizational Awareness (JIIM, Culture, etc.)	4.6490	0.99984	4.5072	1.06784	4.7952	1.01806
26. Resource Management (Money, Manpower, Facilities, etc.)	5.2575	0.67298	5.2314	0.67604	5.2134	0.75897
27. Change Management	5.1216	0.72655	5.0331	0.78660	5.1586	0.77017

"Traditional" SME Samples. Within the Air Force, officers are competitively selected for the ranks of O-4 and above based on a track record of demonstrated performance; given decreasing selection rates for higher ranks, reaching the rank of O-6 is highly competitive. Similarly, enlisted members are competitively selected for the ranks of E-5 and above, with promotions to E-7 (previously E-8) and above based on promotion boards evaluating one's track record of demonstrated performance. Members who attain the ranks of O-6 and E-9 have met at least two competitive promotion boards and can be viewed as high-performers, successful in an Air Force career, to have attained those ranks. Although not competitively selected for career advancement based on demonstrated performance in a comparable system, results are also presented for the civilian O-6 equivalent paygrades (GS-15, GG-15, or GP-15). As shown in the Table below, each of the 27 competencies was identified as "Important," "Very Important," or "Extremely Important" by over 80% of the O-6 and E-9 samples; each of the 27 competencies was also identified as "Important," "Very Important," or "Extremely Important" by at least 2/3rds of the comparable civilian paygrades.

"How do you personally rate the importance of [COMPETENCY] to perform successfully in an Air Force career?"

Not At All Important	Not Very Important	Slightly Important	Important	Very Important	Extremely Important
1	2	3	4	5	6

COMPETENCY	CMSgt (N = 38) % Identify as Important, Very Important, or Extremely Important	O-6 (N = 143) % Identify as Important, Very Important, or Extremely Important	GG/GP/GS-15 (N = 18) % Identify as Important, Very Important, or Extremely Important
1. Accountability	100%	99.3%	94.4%
2. Achievement Orientation	97.4%	97.9%	88.9%
3. Concern for Order, Quality, and Accuracy	100%	97.9%	94.4%
4. Information Seeking	94.7%	95.1%	88.9%
5. Flexibility	97.4%	98.6%	94.4%
6. Resilience	97.4%	98.6%	100%
7. Initiative	97.4%	96.5%	88.9%
8. Self-Control	94.7%	97.9%	100%
9. Self-Confidence	89.5%	98.6%	100%
10. Organizational Commitment	92.1%	97.2%	88.9%
11. Communication	97.4%	96.5%	94.4%
12. Relationship-Building	97.4%	97.9%	94.4%
13. Service Orientation	89.5%	95.1%	88.9%
14. Perseverance and Passion	86.8%	95.1%	83.3%
15. Develops Others	100%	97.2%	88.9%
16. Teamwork and Cooperation	100%	99.3%	88.9%
17. Leadership	97.4%	99.3%	94.4%
18. Directiveness: Assertiveness and the use of Positional Power	92.1%	81.1%	66.7%

19. Impact and Influence	92.1%	88.1%	88.9%
20. Analytical Thinking (problem-solving, advocacy)	94.7%	95.1%	94.4%
21. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	86.8%	93.7%	77.8%
22. Decision Making.	100%	99.3%	94.4%
23. Planning (Strategic Thinking).	94.7%	96.5%	83.3%
24. Fostering Innovation	89.5%	90.9%	88.9%
25. Organizational Awareness (JIIM, Culture, etc.)	81.6%	88.1%	88.9%
26. Resource Management (Money, Manpower, Facilities, etc.)	100%	95.1%	88.9%
27. Change Management	86.8%	88.1%	83.3%

References and appendices A-G follow.

References

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19 AF Nominations	
189th AR ANG	CMSgt Brian Rohauer
12 FTW DS	Maj Joseph Stallings
14 FTW	Lt Col Brent Curtis
14 FTW	Lt Col Jason
14 FTW	Lt Col Brian Benton
173 FW	Maj Adam Gaudinski
47 FTW	Lt Col Luke Schneider
56 FW	Lt Col Nathan Harrold
33 FW	Capt Jolene
71 FTW	Lt Col Alexander
58 SOW	Lt Col William Mercer
58 SOW	Maj Arjun Rau
314 AW	Maj Jake Fuchs
314 AW	MSgt Adam Monroy
97 AMW, 97	Lt Col Andrew
336 TRG	Mr Chris Lum
Total:	16

HQ	
AETC/A2/3/10	SMSgt Mark Larmony
AETC/A2/3/10	Mrs Sherry Hernandez
AETC/A2/3/10	Mr Steve Babcock
AETC/A2/3/10	Dr Angi Canada
AETC/A2/3/10	Ms. Dana Horn
PACE	Dr Katie Gunther
AETC/RF	Col James Payne
AETC/CG	Lt Col Matthew
	Dr Matthew Stafford
AETC/SG	Lt Col Tracy Snyder
AETC/A2/3/10	Mr Ernesto Hernandez
Total:	11

Appendix A

2 AF Nominations	
17 TRW - 17	Gerard Andrews
17 TRW - 17	Marlin Lane
17 TRW - 17	Mr Paul Jackson
17 TRW - 17	Tanya Davis
17 TRW - 517	MSgt Benjamin
37 TRW	Dr Laura Munro
37 TRW	Ms Monica Ramirez
37 TRW	Mr Tim Ori
37 TRW	Lt Col Brent Curtis
81 TRW	Mr Jonathan
81 TRW	Mr Kurt Higgins
82 TRW	Dr Lynn List
82 TRW - 82	Ms Risa Hillard
82 TRW	Mr Eric (David)
82 TRW - 782	Mr Joseph Rock
82 TRW - 982	Ms Mary Davis
82 TRW	Mr Jason Durst
381 TRG	Dr Kristen Lewis
2 AF/TTOC	Dr. Brian Davis
2 AF/TTOC	Dr. Stephen Ellis
Total:	20

ANG Nominations	
158 MXG	Col Michael Ahmann
Total:	1

DR	
59 MDW, 59	Scott Migdalski
Total:	1

Facilitators

AU	
AU Ops	Col Jeff Donnithorne
AU Ops	Dr Chris Cain
Barnes Center (en	Dr. Patricia Maggard
Barnes Center (en	Mr. Jeff Geidner
Barnes Center (en	Ms. Obia Clark
Barnes Center (en	CMSgt Conrad
CCAF	Dr. Bonnie Houser
CCAF	Dr. Stephen Harris
CCAF	CMSgt Rye Bavin
Holm Center	Mr. Jim Wiggins
Holm Center	Kevin O'Meara
AWC	Dr Christopher
AF Cyber College	Col Clinton Mixon
	Dr Mark Conversino
SAASS	Col Michele Johnson
Lemay Ctr	Mr Michael
Eaker Ctr	Dr Joby Cheesman
Eaker Ctr	Chap Maj Glenn Bright
ACSC	Dr Bart Kessler
ACSC	Dr Kevin
SOC	Lt Col Brian Lebeck
SOC	Maj Andrew Looser
AU Guard	Col Gary Kirk
AFROTC	Col Tammy Knierim
AFROTC	Maj Bryan Robbins
Total:	25

AFIT	
AFIT/LS	Mr Richard
AFIT/CE	Capt Craig Poulin
AFIT/XP	Ms Marina Miller
Total:	3

SAF/	
	CMSgt Roger
Total:	1

A1D Nominations	
Chief, Force Dev	Dr Thomas
	Mr Ben Caro
Total:	2

A1 & A1P	
	Col Frederick
	Maj Michael Lupher
Total:	2

Misc HAF	
HAF/A5/8	CMSgt Ronald Thompson
HAF/A5/8	Lt Col Peterson
HAF/A3O	Maj Gentry
HQ AFRC/A1K	Lt Col Kerya Reyes
Total:	4

USA FA	
	Col John Price Jr
	Dr Earl Brewster
	Dr Steven Jones
Total:	3

AFPC	
DSYX	Mr Johnny Weissmuller
Total:	1

GRAND	**90**

Appendix B. Competencies Presented for Full Group Consideration at the Summit

- DoD Civilian Leadership Competencies and components
  - Leading Change: Creativity and Innovation, External Awareness, Strategic Thinking, Vision, Flexibility, Resilience
  - Leading People: Conflict Management, Leveraging Diversity, Developing Others, Team Building
  - Results Driven: Accountability, Decisiveness, Entrepreneurship, Customer Service, Problem Solving, Technical Credibility
  - Business Acumen: Financial Management, Human Capital Management, Technology Management, Computer Literacy
  - Building Coalitions: Political Savvy, Influencing and Negotiating, Partnering
  - Enterprise-Wide Perspective: Joint Perspective, National Security
  - Fundamental Competencies: Interpersonal Skills, Integrity and Honesty, Written Communication, Oral Communication, Continual Learning, Public Service Motivation
- All 20 Spencer & Spencer (1993) competencies
  - Achievement & Action group: Achievement Orientation; Concern for Order, Quality, and Accuracy; Initiative; Information-Seeking
  - Helping & Human Service group: Interpersonal Understanding; Customer Service Orientation
  - Impact & Influence group: Impact and Influence; Organizational Awareness; Relationship-Building
  - Managerial group: Developing Others; Directiveness: Assertiveness & Use of Positional Power; Teamwork & Cooperation; Team Leadership
  - Cognitive group: Analytical Thinking; Conceptual Thinking; Technical / Professional / Managerial Expertise
  - Personal Effectiveness group: Self-Control; Self-Confidence; Flexibility; Organizational Commitment
- All existing 8 Air Force Institutional Competencies and 25 subcompetencies:
  - Embodies Airman Culture
    - Ethical Leadership
    - Followership
    - Warrior Ethos
    - Develops Self
  - Communicating
    - Speaking and Writing
    - Active Listening
  - Leading People

        - Develops & Inspires Others
        - Takes Care of People
        - Diversity
    - Fostering Collaborative Relationships
        - Builds Teams and Coalitions
        - Negotiating
    - Employing Military Capabilities
        - Operational and Strategic Art
        - Leverage Technology
        - Unit, Air Force, Joint, and Coalition Capabilities
        - Non-adversarial Crisis Response
    - Enterprise Perspective
        - Enterprise Structure and Relationships
        - Government Organization and Processes
        - Global, Regional, and Cultural Awareness
        - Strategic Communication
    - Managing Organizations and Resources
        - Resource Stewardship
        - Change Management
        - Continuous Improvement
    - Strategic Thinking
        - Vision
        - Decision-Making
        - Adaptability

Appendix C. Behavioral Event Interview (BEI) Script

Interviewer Instructions: Note that interview subjects have been nominated by their supervisors and leaders as top performers. They may not know they have been nominated and may decline to participate. Subjects who participate are giving their time and their candid opinions to help shape force development. Respect their time and their opinions and protect them from any potential negative ramifications of their participation. Cumulative data will be provided to their functional-area leaders; however, we will make no specific attributions.

Contact the interview subject to establish a date and time for interview. Allow 90 minutes for the interview. Provide the survey no later than the day prior, and ask the subject to have it handy for the interview.

Begin the interview by reading the "Opening Statement" below.

Ask the competency-validation questions listed; however, feel free to explain the questions as you see fit to ensure the subjects understand what they are being asked. Follow up as needed to ensure you understand the subject's intent. Capture interviewees' responses in both the "how important" scale and in the tables that follow.

At the conclusion of the interview, read the "Final Questions" and "Closing Statement" at the end of this rubric.

Opening Statement

[If electronically recording the interview, begin with this statement: "I am recording this interview. Please state your name and give me permission to record this interview."]

I. Identify yourself and your purpose: "I am _____ from Headquarters, Air Education and Training Command. I am assisting the Commander in the validation of a competency model that will be used to guide the US Air Force's force-development efforts for years to come.

II. Give background: "We asked leaders in your functional specialty to nominate their top-performing Airmen for follow-on interviews. You were nominated, and this is the interview. In these interviews, we are asking these top performers to talk about the knowledge, skills, and abilities – the competencies – that have made them successful. By compiling this data and comparing it to top performers in other career fields, we will create a competency model that describes not only what it means to be a top performer but also guides force-development investments to create more top performers in the future.

III. Describe the process: "I will be asking a series of questions regarding competencies that you may be using as you perform your duties. If you refer to the survey you completed before this interview, you can follow along. I may ask follow-up questions for clarification. I will capture your responses throughout the interview; however, the results of this interview will remain private unless you confess a crime or other activity that requires a mandatory report. Your career field leaders will receive aggregate information; however, any specific citations will preserve the anonymity of the contributor.

IV. Note this is a work in progress: "You may note some overlap or duplication between competencies. Our model is still in development, and your input will help us improve the construct as we move forward. "Do you have any questions before we begin?"

Competency-Validation Questions on Institutional Competencies

"The survey you completed is a good road map for our interview. Please stop me at any time if you have questions or want to go back to any previous answers."

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COMPETENCY GROUP 1: BUILDING RELATIONSHIPS (Interpersonal Effectiveness)

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1.1. Accountability – Accepts full responsibility for self and team; displays honesty and truthfulness.

1.1. How important do you believe accountability is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply accountability within your duties.

Scoring: Accountability is a complex competency involving two key aspects: responsibility for doing the right things in the right ways, and responsibility for others entrusted to their care. Air Force core values apply here.

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1.2. Achievement Orientation – A concern for working well or for competing against a standard of excellence.

How important do you believe achievement orientation is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply achievement orientation within your duties.

Scoring (from Spencer and Spencer, pp 25-29): The standard may be personal past performance; an objective measure; performance of others; challenging what anyone has ever achieved. Common behaviors include working to meet a standard set by management, setting challenging goals for self or others and acting to meet them, making cost-benefit analyses, and taking calculated entrepreneurial risks.

Achievement Orientation has three dimensions. (A) is the intensity and completeness of action, from wanting to do well to completing entrepreneurial endeavors. (B) is the degree an enterprise is affected (from one's own work to the entire organization. (C) is innovation: how new and different the individual's actions or ideas are.

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1.3. Concern for Order, Quality and Accuracy – An underlying drive to reduce uncertainty in the environment.

How important do you believe concern for order, quality and accuracy is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply concern for order, quality and accuracy within your duties.

Scoring (from Spencer and Spencer, pp 29-31): Concern for Order, Quality and Accuracy is related to Achievement Orientation and is expressed as concern for maintaining standards of accuracy and quality. Common behaviors expressing Concern for Order include monitoring and checking work or information, insisting on clarity of roles and functions, and setting up and maintaining systems of information.

Concern for Order has a single dimension (see table below) expressing the complexity of action to maintain or increase order in the environment, ranging from keeping an orderly workspace and general concern with clarity to setting up complex new systems to increase order and quality of data.

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1.4. Information-Seeking – An underlying curiosity, a desire to know more about things, people, oneself, the mission or issues; an eager, aggressive learner.

How important do you believe information-seeking is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply information-seeking within your duties.

Scoring (from Spencer and Spencer, pp 34-35): Information Seeking has a single dimension of effort (see table below) expressed as how far the individual goes to seek information, ranging from questioning directly involved people, to doing extensive research, to getting uninvolved others to seek out information. Information-Seeking implies going beyond routine questions. It includes "digging" (pressing for exact information or resolution of discrepancies by asking a series of questions), "scanning" (for potential opportunities for miscellaneous information that may be of future use), and getting out personally to see the plane, factory, ship, customer's installation, loan applicant's business, classroom, students' failing papers, or other work-related situation.

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1.5. Flexibility and Resilience – *Flexibility* is the ability to adapt to and work with a variety of situations, individuals, or groups effectively; *Resilience* is the process of negotiating, managing, and adapting to significant sources of stress or trauma.

How important do you believe flexibility and resilience are to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply flexibility and resilience within your duties.

Scoring (Spencer and Spencer, pp 83-86 and "A Practical Measure of Workplace Resilience" by Winwood, Colon, and McEwen): Flexibility is the ability to objectively perceive the situation, including the viewpoints of others. Common behaviors include recognizing the validity of opposing viewpoints, adapting easily to changes at work, flexibly applying rules or procedures depending on the individual situation, and changing their own behavior or approach to suit the situation. Resilience depends upon assets and resources within individuals, their lives and environments that facilitate adaptation and "bouncing back" in the face of adversity.

Flexibility and Resilience have three dimensions: Breadth of Change (A) ranges from personal opinions to adapting organizational strategy; Speed of Action (B), and a third domain very specific to resilience (C).

****

1.6. Initiative – The preference for taking action; doing more than is required or expected; doing things that no one has requested that will improve or enhance job results and avoid problems; or finding and creating new opportunities.

How important do you believe initiative is to your success? □Not at all.
□To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply initiative within your duties.

Scoring (Spencer and Spencer, pp 31-34): In management positions, Initiative (table below) is expressed in terms of action taken now to avoid problems or create opportunities at some point in the future. The primary Initiative scale (A) is a *time-span scale*, ranging from completing decisions made in the past (persistence or tenacity) to acting now on problems or opportunity that will not be fully realized for years to come. The second dimension (B) of Initiative involves *discretionary effort*: the extra or unrequired effort put forth to complete work-related tasks. This dimension can differentiate superior performers in virtually any job.

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1.7. Self-Control – The ability to keep emotions under control and to restrain negative actions when under stress.

How important do you believe self-control is to your success? □Not at all.
□To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply self-control within your duties.

Scoring (Spencer and Spencer, pp 78-80): Self-Control is found most often in the low-level managerial jobs and in certain high-stress, individual-contributor positions. It is less often mentioned by superior upper-level managers. This may be because executives face immediately stressful situations less often, or because by the time a person has reached that level, Self-Control has become so ingrained that it is taken for granted and is not entirely conscious. Common behavior indicators of Self-Control include not being impulsive, resisting temptation to become involved inappropriately or in inappropriate ways, and remaining calm in stressful situations.

The single dimension of the Self-Control (table below) is intensity, and resulting, scope of the control exerted, ranging from the individual's minimal control of self by avoiding negative actions to controlling self in order to improve the situation to controlling or calming others' reactions as well as his or her own.

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1.8. Self-Confidence – A person's belief in their own capability to accomplish a task.

How important do you believe self-confidence is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply self-confidence within your duties.

Scoring (Spencer and Spencer, pp 80-83): Self-Confidence includes a person's confidence in dealing with challenging circumstances, in reaching decisions or forming opinions, and in handling failures constructively. Common behavioral descriptions of Self-Confidence include deciding in spite of disagreement, presenting self in a forceful manner, stating confidence in personal judgment or ability, stating own position confidently in conflicts with superiors, taking responsibility for mistakes or failures, and learning from mistakes.

Dimension (A) of the Self-Confidence Scale is intensity, measured by how much challenge or risk the individual has the confidence to face. Dealing with Failure (B) combines taking personal responsibility with correctable causes of failures. Dealing with Failure is related to learned helplessness and learned optimism, which may predict mental health, success in sales, and other positive outcomes.

1.9. Organizational Commitment – A person's ability and willingness to align their own behavior with the needs, priorities, and goals of the organization.

How important do you believe organizational commitment is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply organizational commitment within your duties.

Scoring (Spencer and Spencer, pp 86-88): Organizational Commitment may appear as putting organizational mission before one's personal preferences or before professional role priorities. In this way, it is well aligned with the Air Force Core Value "Service before Self." Organizational Commitment appears often in staff posi1ions, where there may be an implicit conflict between a person's professional identity and the organization's direction. It also appears in organizations with strong missions (the military, schools, etc.). The ability to find a new direction for an organization is not included in this competency. Creating a new vision is a unique combination of Conceptual Thinking and socialized power motivation. Implementing the new vision involves Leadership, Direction and other competencies. Common behavioral indicators for Organizational Commitment include being willing to help colleagues complete their tasks, aligning one's own activities and priorities to meet organizational needs, understanding need for cooperation to achieve larger organization objectives, and choosing to meet organizational needs rather than to pursue professional interests

The Organizational Commitment Scale has a single dimension, intensity of commitment, measured as the size of the sacrifices made for the organization's benefit, ranging from showing up on time, and dressing and behaving appropriately to getting others (usually the individual's work group) to join in sacrificing for the group's good and/or for the overall organization's benefit

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COMPETENCY GROUP 2: BUILDING RELATIONSHIPS (Interpersonal Effectiveness)

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2.1. Communications – Clearly and effectively articulates, presents and promotes varied ideas and issues before a wide range of audiences, in both speaking and writing.

How important do you believe communications are to your success? □Not at all. □To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply communications within your duties.

Scoring: Communications involves a number of separate but related skills and knowledge. The four dimensions scored in this competency are: Written Communications (A), Oral Communications (B), Active Listening (C) and Communicativeness (D). The first three are self-explanatory. Communicativeness represents the value one places on open, frequent and proactive communications. In essence it is the motivation for success in the other three areas of the Communications competency. Common behavioral indicators for Communications include organizing and delivering written and oral communications that achieve desired goals to inform or persuade selected audiences, prioritizing information to avoid simply "data-dumping," sharing knowledge rather than hoarding it, and maximizing the use of technology to facilitate information exchanges.

****

2.2. Relationship-Building – Develops relationships and networks; builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

How important do you believe relationship-building is to your success? □Not at all. □To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply relationship-building within your duties.

Scoring (Spencer and Spencer, pp 50-53): Relationship-Building is working to build or maintain friendly, warm relation-ships or networks of contacts with people who are, or might someday be, useful in achieving work-related goals. Sometimes the instrumental purpose explicit, where a specific goal is met through the creation, nurturing and leveraging of relationships. Sometimes the instrumental purpose is less explicit but is implied by the choice of people with whom relationships are developed. Interpersonal Performance, as an Air Force institutional competency, always includes some work-related purpose. Building friendly relationships purely for their own sake constitutes an affiliative interest outside of the competency construct.

Since high levels of Relationship-Building are not required of every Airman in every position, the scales for this competency are an example where a higher score is not necessarily a better score. In some cases, strong relationships with a very small group of people is more predictive of success than a broader array of relationships. The primary dimension of Relationship-Building (A) is the closeness or intimacy of the relationships, ranging from none to formal working relationships (limited to work-related topics), to close personal friendships. The second dimension (B) describes the size or extent of relationships built (leveraging the same "breadth" scale used for Influence).

****

2.3. Interpersonal Performance – Listens to, engages and inspires others. Treats others with courtesy, sensitivity and respect.

How important do you believe interpersonal performance is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply interpersonal performance within your duties.

Scoring (Spencer and Spencer, pp 37-40): Closely related to Relationship-building is Interpersonal Performance. This competency focuses on the desire to understand others. It is the ability to hear accurately and understand the unspoken or partly expressed thoughts, feelings and concerns of others, whether these "others" are individuals, classes of individuals or other distinctive groups. There are two scales that assess the interpersonal understanding that is so vital to Interpersonal Performance. One can think of interpersonal understanding as the ability to listen to, understand and emphasize with others' moods and feelings.

There are two dimensions specific to this interpersonal understanding. They are the Complexity or Depth of Understanding of Others (A) and Listening and Responding to Others (B). Note that aspects of the second sale overlap with Communications. Communications focuses on the quality of one's abilities. The focus is intent.

****

2.4. Service Orientation – A desire to help or serve others to meet their needs; making and focusing efforts to discover and meet others' needs.

How important do you believe service orientation is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply service orientation within your duties.

Scoring (Spencer and Spencer, pp 40-43): Service orientation is often expressed in terms of "customer service." Customers may be actual customers or may be end-users within the same organization. In some cases, there may be more than one group of customers being served. For example, teachers may show Service Orientation toward students or toward parents, religious leaders toward their congregations or to-ward their outside ministry (the sick, the poor, orphans, etc.). In such cases, it is sometimes helpful to use two Service Orientation scales, one for each set of customers served. More typical indications of Service Orientation include seeking information about the real, underlying needs of the clients, beyond those expressed initially, and matches these to available (or customized) products or services, taking personal responsibility for correcting customer service problems, correcting problems promptly and undefensively, acting as a trusted advisor, acting on an independent opinion on client needs, problems/opportunities, and possibilities for implementation, and working with a long-term perspective in addressing clients' problems.

The Service Orientation Scale has two dimensions. The first dimension (A) is the intensity of motive and completeness of action. The second dimension (B) is the amount of effort or initiative taken on the client's behalf, ranging from actions requiring only a few extra moments to getting others to volunteer their efforts for the client's sake to extraordinary efforts (e.g., volunteering large amounts of extra hours/time and effort on others' behalf).

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COMPETENCY GROUP 3: LEADING OTHERS (Leadership Effectiveness)

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3.1. Develops Others – Investing in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities.

How important do you believe develops-others is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply develops-others within your duties.

Scoring (Spencer and Spencer, pp 54-57): Develops Others is a special transformational behavior specific to leadership, in which the intent is to teach or to foster the development of one or several other people. A genuine intent to foster the learning or development of the others and an appropriate level of need analysis are implied in each positive level of Develops Others. The essence of this competency lies in the developmental intent and effect rather than in a formal role. Sending people to routine training programs to meet statutory or institutional requirements (or promotions made primarily to meet operational needs) does *not* express the intent to develop others and does not score on this scale. On the other hand, it is possible to work to further the development of peers, clients/customers, and even superiors. Behaviors similar to those in this scale, but without the intent to teach, train, or develop the other person, may be scored for Interpersonal Performance, Influence, or Teamwork and Cooperation. Additionally, when interviewing subjects whose job is to develop/deliver developmental opportunities, one needs to consider the extent to which the subject is developing opportunities on their own, outside of the formal requirements, or exceeding the formal requirements out of a sense of devotion to developing others.

Common behaviors expressing Develops Others include expressing xpresses positive expectations of others, even in "difficult" cases, believing that others want to and can learn, giving directions or demonstrations with reasons or rationale included as a developmental strategy, giving negative feedback in behavioral rather than personal terms, expressing positive expectations for future performance or giving individualized suggestions for improvement, identifying developmental needs and designs, and establishing new programs, approaches and/or materials to meet developmental needs.

The primary dimension (A) of Develops Others (tables below) is intensity and completeness of action to develop others, ranging from maintaining positive expectations regarding another's potential to promoting people on the basis of successful development. The second dimension (B) combines the number of people developed and their relationship to the subject, ranging from developing one subordinate to developing a supervisor or customer to developing large groups of people at mixed levels.

****

3.2. Teamwork and Cooperation – Builds cohesive teams within and across organizations. Shares wins and successes such that each team member feels valued and appreciated.

How important do you believe teamwork and cooperation are to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply teamwork and cooperation within your duties.

Scoring (Spencer and Spencer, pp 61-64): Teamwork and Cooperation implies a genuine intention to work cooperatively with others, to be part of a team, to work together as opposed to working separately or competitively. The scale for Teamwork and Cooperation may be considered whenever the subject is a member of a group of people *functioning* as a team. Team membership need not be formally defined. People from different levels and departments who communicate with each other to solve a problem or complete a project are functioning as a team. A team may be anything from a 3-person, one-shot task force to an entire organization / unit. Teamwork and Cooperation may be shown in any role within a team; the individual does not need to be a leader or in a position of formal authority. Someone who has formal authority but is acting in a participative manner or functioning as a group facilitator manner is using Teamwork and Cooperation. Typical behaviors include soliciting ideas and opinions to help form specific decisions or plans, keeping people informed and up-to-date about the group process, sharing all relevant or useful information, expressing positive expectations of others, crediting others publicly for accomplishments, encouraging and empowering others.

Teamwork and Cooperation has three measurable dimensions. The primary (A) dimension of Teamwork and Cooperation (see tables below) is the intensity and thoroughness of action taken to foster teamwork, ranging from simple cooperation, doing one's share, to actions taken to build team morale or to resolve team conflict. This scale measures efforts to foster teamwork or to resolve conflicts within the team, not those to accomplish some team task or goal. The breadth (B) scale measures the size of the team (from small task forces to entire organizations) and a third dimension (C) refers to the amount of effort or initiative taken to foster teamwork.

****

3.3. Leadership – The intention to take a role as leader of others.

How important do you believe leadership is to your success? □Not at all.
□To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply leadership within your duties.

Scoring (Spencer and Spencer, pp 64-66): Leadership must be exercised in a reasonably responsible manner. Using leadership for personal gain, for obviously unworthy ends, or in a manner contrary to the organization's purpose, does not score on this scale. Typical leadership behaviors include informing people, making a personal effort to treat all group members fairly, using complex strategies to promote team morale and productivity (hiring and firing decisions, team assignments, cross-training, etc.), making sure the practical needs of the group are met, and ensuring that others buy into leader's mission, goals, agenda, climate, tone, policy

The primary dimension (A) of the Leadership Scale (see tables below) is the intensity and completeness of the leadership role, ranging from simply running meetings to true charisma – inspiring and energizing others through a compelling vision and through leadership. The breadth (B) – size of the organization led – and effort/initiative (C) are the other dimensions of Leadership. Note that these are the same as for Teamwork and Cooperation

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3.4. Directiveness: Assertiveness and the Use of Positional Power – Individuals' intent to make others comply with their wishes.

How important do you believe directiveness is to your success? ☐Not at all.
☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply directiveness within your duties.

Scoring (Spencer and Spencer, pp 57-61): Directiveness carries the theme or tone of "telling people what to do." The tone ranges from firm and directive to demanding or even threatening. Directiveness is not the everyday style of superior leaders. It is selectively employed, with high impact, in certain situations (particularly in crisis and when confronting poor performance). Typical Directiveness behaviors include confronting others openly and directly about performance problems, setting standards unilaterally, demanding high performance or quality, insisting on compliance with unilateral orders or requests, saying "no" to unreasonable requests, setting limits for others' behavior, giving detailed directions, and assigning tasks to others to free self for higher priorities.

The primary dimension (A) of Directiveness (see tables below) is intensity of the assertive tone, ranging from clear requests to (deliberate and controlled) displays of anger or to firing people when necessary without guilt or hesitation. The breadth dimension (B), the number and rank of people directed, is the same as the breadth dimension for Developing Others. Attempts to reason with, persuade, or convince others to comply score as Influence, not as Directiveness.

****

3.5. Impact and Influence – An intent to persuade, convince, influence or impress others to elicit their support to make specific impacts or achieve particular effects on others.

How important do you believe impact and influence are to your success? ☐Not at all.
☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply impact and influence within your duties.

Scoring (Spencer and Spencer, pp 44-47): Impact and Influence (tables below) has two dimensions. The main dimension (A) describes the number and complexity of actions taken to influence others, ranging from a straightforward presentation to complex customized strategies involving several steps or additional people. The secondary dimension (B), considers the breadth of impact: from one other person through the whole organization to world industrial or political events. Common indicators of Impact and Influence include anticipating the effect of an action or other detail on people's image of the speaker, appealing to reason, data, facts, and figures, using concrete examples, visual aids, demonstrations, etc., assembling political coalitions, building behind-the-scenes support for ideas, giving or withholding information deliberately to gain specific effects, and using group process skills to lead or direct a group.

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COMPETENCY GROUP 4: ENHANCING CRITICAL THINKING (Cognitive Effectiveness)

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4.1. Analytical Thinking – Identifies problems; evaluates alternative perspectives/solutions; makes timely/effective recommendations; and identifies courses of action.

How important do you believe analytical thinking is to your success? ☐Not at all.

□To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply analytical thinking within your duties.

Scoring (Spencer and Spencer, pp 68-70): Analytical Thinking is understanding a situation by breaking it apart into smaller pieces, or tracing the implications of a situation in a step-by-step causal way. Analytical Thinking includes organizing the parts of a problem or situation in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; identifying time sequences, causal relationships or if/then relationships. Common behavior indicators of Analytical Thinking include setting priorities for tasks in order of importance, breaking down a complex task into manageable parts in a systematic way, recognizing several likely causes of events, or several consequences of actions, anticipating obstacles and thinks ahead about next steps, and using several analytical techniques to identify several solutions and weigh the value of each.

The underlying dimension of the Analytical Thinking Scale (A) is complexity: the number of different causes, reasons, consequences, or action steps included in the analysis ranging from simple list-making to complex, multilayered analyses. The second dimension (B) is the breadth or the size of the problem analyzed.

****

4.2. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness) – Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations.

How important do you believe conceptual and creative thinking are to your success? □Not at all. □To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply conceptual and creative thinking within your duties.

Scoring (Spencer and Spencer, pp 70-73): Conceptual Thinking is understanding a situation or problem by putting the pieces together, seeing the large picture. It includes identifying patterns or connections between situations that are not obviously related; identifying key or underlying issues in complex situations. Conceptual Thinking is using creative, conceptual, or inductive reasoning to apply existing concepts (levels A 1 through A 3 in table below) or to define novel concepts (levels A 5 through A 7). Common behavioral descriptions of Conceptual Thinking include using rules of thumb, common sense, and experiences to identify problems, seeing differences between current situation and things that have happened before, applying complex learned concepts or methods appropriately, and identifying useful relationships among complex data from unrelated areas.

****

4.3. Decision-making – Makes well-informed, effective and timely decisions. Uses sound judgment to integrate and weigh situational constraints, risks and rewards.

How important do you believe decision-making is to your success? □Not at all. □To a small extent. □To some extent. □To a moderate extent. □To a great extent. □To a very great extent.

Please describe how you apply decision-making within your duties.

Scoring: Effective performers are able to identify problems, solve them, act decisively and show good judgment. They isolate causes from symptoms, and compile information and alternatives to illuminate problems or issues. They involve others as appropriate and gather information from a variety of sources. They find a balance between studying the problem and solving it and they readily commit to action and make decisions that reflect sound judgment. Behaviors associated with Decision-Making include looking at problems from multiple angles, looking for cause-and-effect relationships, delaying deciding on issues until sufficient information has been amassed and analyzed, and testing assumptions.
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4.4. Planning (Strategic Thinking) – The process of considering and organizing activities and resources to achieve a desired goal. The ability to think on a large and small scale, long- and short-term.

How important do you believe planning and strategic thinking are to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply planning and strategic thinking within your duties.

Scoring: Effective performers have strong planning skills that allow them to be highly productive and efficient. They manager their time wisely and effectively prioritize multiple competing tasks. They plan, organize and actively manage events (meetings, presentations, personal encounters, etc.) to achieve maximum productivity. Behaviors reflecting planning/strategic thinking include using mission, vision and values to help prioritize actions, taking advantage of time-management tools. involving stakeholders in the creation and execution of plans, and thinking within a strategic context to consider tertiary effects, and anticipate potential challenges and opportunities.

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COMPETENCY GROUP 5: ENHANCING WARFIGHTING EFFECTIVENESS (Mission Effectiveness)

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5.1. Fostering Innovation (includes "Leveraging Technology") – Building a culture of behaviors and business practices that encourages, champions and rewards creativity and informed risk taking, is open to change, and rapidly adapts to new conditions and technologies.

How important do you believe fostering innovation is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply fostering innovation within your duties.

Scoring: Fostering Innovation is encouraging others to identify challenges, consider solutions, test those solutions and arrive at better solutions and outcomes for themselves and their organization. Fostering Innovation is, in essence, a leadership behavior but one that is specifically aligned to promoting creativity within a group. Fostering Innovation is the combination of rational thinking, creativity and the freedom to fail that permits followers to think for themselves in ways that challenge conventional wisdom and seek continuous process and people improvement. Common behavior indicators of Fostering Innovation include setting priorities for tasks for followers in order of importance, helping groups break down complex tasks into manageable parts in a systematic way, aiding others in recognizing multiple likely

causes of or contributors to events, and/or consequences of actions, aiding others in anticipating obstacles and thinking ahead about next steps, and guiding others in employing analytical techniques to identify multiple solutions and to weigh the value of each.

Fostering Innovation is the "group form" of the Analytical Thinking competency. Consequently, the underlying dimensions of the competencies are very similar. There are two dimensions; the complexity scale (A) that looks at the number of different causes, reasons, consequences, or action steps included in the analysis ranging from simple list-making to complex, multilayered analyses. (B) is the breadth or the size of the problem analyzed.
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5.2. Organizational Awareness – The ability to understand the structure and power relationships that exist within one's own organization, in other organizations, and the way in which organizations are situated and interact within larger organizations, social constructs and even within the world.

How important do you believe organizational awareness is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply organizational awareness within your duties.

Scoring (Spencer and Spencer, pp 48-50): This scale is parallel to the Interpersonal Performance scale, but here the subject is organizations rather than individuals. At least moderate levels of Interpersonal Performance would contribute to organizational awareness, but the two characteristics are not necessarily dependent on each other. In particular, "political animals" may not listen to other people who convey information not relevant to their own agenda and are frequently accused of lacking responsive action (also known as "sensitivity to others' feelings"). Typical indicators of Organizational Awareness include understanding the organization's informal structures, identifying key actors, decision-influencers, etc., and recognizing unspoken organizational constraints (what is and is not possible in certain times or positions). Note: this includes every level of military organization from the single Airman through the Air Force, sister service and Joint, Interagency, and International Military (JIIM) interactions. It also includes an understanding of societal and cultural norms and a corresponding ability to operate effectively within those norms.

The primary dimension (A) of the Organizational Awareness Scale (tables below) is complexity or depth of understanding: the number of factors that individuals take into account in understanding an organization. The depth of understanding of an organization ranges from understanding the formal chain of command to understanding long-term underlying issues. The breadth dimension (B) measures the size of the organization the individual understands. This matches the breadth scale (B) used for Impact and Influence.

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5.3. Resource Management (Money, Manpower, Facilities, etc.) – The careful and responsible administration of resources placed under one's control with the intent to maximize readiness and lethality and improve organizational performance.

How important do you believe resource management is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply resource management within your duties.

Scoring: Resource management includes a wide range of resources and actions. Since the definition of "management" normally includes the four, key functions of management – planning, organizing, directing and controlling – there is typically a great deal of overlap between resource management and other aspects of management and these four functions. Nevertheless, there is value in focusing specifically on resource management as it is an often-overlooked learning requirement for military personnel. The scale below correlates good management behaviors to levels of authority and responsibility, recognizing that the skills and knowledge are similar but the scope of influence changes given the organizational level.

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5.4. Change Management – The ability to adapt, to help others adapt, or to implement change with the goal of ensuring organizational goals are properly aligned to the desired end state.

How important do you believe change management is to your success? ☐Not at all. ☐To a small extent. ☐To some extent. ☐To a moderate extent. ☐To a great extent. ☐To a very great extent.

Please describe how you apply change management within your duties.

Scoring: Effective performers are adaptable. They embrace needed change and modify their behavior when appropriate to achieve organizational objectives. They are effective in the face of ambiguity. They understand and use change-management techniques to help ensure smooth transitions. Typical behavioral indicators of Change Management include taking time to become familiar with the body of knowledge on and pertinent techniques for change management, tolerating ambiguity without disregarding structure (e.g., clear roles and responsibilities), and focusing on outcomes and end states even when conditions are uncertain or in transition.

The single dimension of Change Management (table below) is effective employment of change-management techniques and strategies.

Appendix D. Behavioral Event Interview (BEI) Scales Added to or Modified from Spencer and Spencer (1993) Scales

COMPETENCY GROUP 1: BUILDING RELATIONSHIPS (Interpersonal Effectiveness)

1.1. Accountability – Accepts full responsibility for self and team; displays honesty and truthfulness.

Accountability Scale

Level	Behavioral Description
-1	*Illusive and Irresponsible*. Blames mistakes on others; creates confusion to obscure responsibility
0	*Avoids Responsibility and Accountability.* Avoids opportunities to take charge of people or situations. Pretends to have capability/answers. Fails to complete all assigned tasks, maintain appearance and/or behavioral standards, and/or requires extensive supervision/oversight.
1	*Minimally Accountable.* Performs assigned work on time and as agreed and adheres to deadlines and appointments. Admits to mistakes when directly confronted. Typically presents self in ways consistent with Air Force's and unit's desired image.
2	*Stalwart Performer*. Takes responsibility for personal and team performance/behavior and related results/outcomes. Always presents self in ways consistent with Air Force's and unit's desired image. Commits to Air Force and unit goals and encourages others to do the same.
3	*Self-Authoring Accountability.* Exceeds commitments to others by exceeding work standards for timeliness and quality. Lives Air Force Core Values. Generates enthusiasm among team members for accomplishing shared goals. Models professionalism and excellence in every endeavor.

COMPETENCY GROUP 2: BUILDING RELATIONSHIPS (Interpersonal Effectiveness)

2.1. Communications – Clearly and effectively articulates, presents and promotes varied ideas and issues before a wide range of audiences, in both speaking and writing.

Communications – Written Communications Scale (A)

Level	Behavioral Description
A 0	*Avoids writing opportunities*.
A 1	*Ineffective*. Written work has poor organization, grammar, spelling, etc. Writer doesn't achieve intent.
A 2	*Minimally Effective.* Intended message is conveyed but reader is not engaged.
A 3	*Effective*. Writer delivers interesting text that engages audience with stories, examples, other devices. Text is organized, format is appropriate, and major points are well supported with convincing evidence.

A 4	*Superior*. Master writer. Consistently delivers powerful, cutting-edge written work using innovative techniques; establishes exceptional rapport with readers. Sought after for exceptional writing skills.

Communications – Oral Communications Scale (B)

Level	Behavioral Description
B 0	*Avoids speaking opportunities.*
B 1	*Ineffective*. Delivery is ineffective and is plagued by poor organization, lack of inflection and/or volume, poor eye contact, etc. Speaker does not achieve desired intent.
B 2	*Minimally Effective.* Intended message is transmitted but audiences are not moved. There is little audience engagement during or after presentations.
B 3	*Effective*. Speaker delivers interesting presentations/descriptions; engages audience with stories, questions and discussion, can field audience questions effectively.
B 4	*Superior*. Consistently delivers powerful, cutting edge presentations using innovative techniques and media; establishes exceptional rapport with audience; is very adept at managing challenging questions form the audience; stays composed, repeats questions, looks at questioner, provides credible answers or admits to lack of knowledge; skilled at managing hostile or volatile audiences.

Communications – Active Listening Scale (C)

Level	Behavioral Description
C 0	*Fails to Listen*. Interrupts, is distracted by other activities, and/or cannot recall what has been said.
C 1	*Passive*. Provides no indication of listening. Fails to leverage non-verbal behaviors to convey attentiveness or ask clarifying questions to assure reinforce understanding.
C 2	*Effective.* Uses and interprets non-verbal behaviors to enhance understanding. Demonstrates attentiveness. Asks basic questions to clarify.
C 3	*Highly Effective*. Encourages speaker with appropriate responses; reinforces speaker with occasional no-verbal behaviors to indicate attentiveness.

Communications – Communicativeness Scale (D)

Level	Behavioral Description
D 0	*Isolated and Uncommunicative*. Withhold important information.
D 1	*Minimally Effective*. Responds to direct queries but may not do so promptly. Does not leverage appropriate, available tools to communicate effectively.
D 2	*Effective.* Proactive in sharing important information; shares information in a timely manner. Escalates needed information appropriately.
D 3	*Highly Effective.* Consistently and effectively communicates with a wide spectrum of people at all levels, both within and beyond the organization.

<u>2.2. Relationship-Building</u> – Develops relationships and networks; builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals.

Relationship-Building – Closeness of Relationship Scale (A)

Level	Behavioral Description

A 0	Avoids Contact. Reclusive, avoids social interactions.
A 1	*Accepts Invitations*. Accepts invitations or other friendly overtures from others, but does not extend invitations or go out of the way to establish working relationships.
A 2	*Makes Work-Related Contacts*. Maintains formal working relationships (largely confined to work-related matters, not necessarily formal in tone or style or structure). Includes unstructured chats about work-related matters.
A 3	*Makes Occasional Informal Contact*. Occasionally initiates informal or casual relationships at work, chats about children, sports, news, etc.
A 4	*Builds Rapport*. Frequently initiates informal or casual contacts at work with associates or customers. Makes a conscious effort to build rapport.
A 5	*Makes Occasional Social Contacts*. Occasionally initiates or pursues friendly relationships with associates or customers outside work at clubs, restaurants, etc.
A 6	*Makes Frequent Social Contacts*. Frequently initiates or pursues friendly relationships with associates or customers outside work at clubs, restaurants, etc.
A 7	*Makes Home and Family Contacts*. Occasionally brings associates or customers home or goes to their home.
A 8	*Makes Close Personal Friendships*. Frequently entertains associates or customers at home. Becomes close personal friends with them; or utilizes personal friendships to expand business network.

Relationship-Building – Breadth Scale (B)

Level	Behavioral Description
B 1	*One Other Person.*
B 2	*Work Unit or Project Team (shop).*
B 3	*Department.*
B 4	*Division or Entire Mid-Size Organization (large flight or squadron).*
B 5	*Large Organization (very large squadron, group or equivalent).*
B 6	*City Governmental, Political, or Professional Organizations (wing).*
B 7	*State Governmental, Political or Professional Organizations (NAF or equivalent).*
B 8	*National Political. Governmental, or Professional Organizations (MAJCOM, HAF Staff or Joint Staff).*
B 9	*International Governmental, Political, or Professional Organizations (Combatant Command).*

COMPETENCY GROUP 3: LEADING OTHERS (Leadership Effectiveness)

3.3. Leadership – The intention to take a role as leader of others.

Strength of the Leadership Role Scale (A) remained unchanged; added Leadership – Size of Team Involved Scale (B) and Leadership – Amount of Effort or Initiative to Foster Teamwork Scale (C)

Leadership – Size of Team Involved Scale (B)

Level	Behavioral Description

B 1	*Small, Informal Groups of 3-8 People.* May include social or friendship groups. [This level is infrequently scored in work situations but may be useful in selection interviewing of recent graduates.]
B 2	*A Task Force or Temporary Team.*
B 3	*Ongoing Work Group or Small Department.* May include a group of subordinates who are themselves department heads, if the leadership activities do not directly affect their employees.
B 4	*Entire large-Size Department (approximately 16-50 people).*
B 5	*Division of Major Organization or an Entire Mid-Sized Organization.*
B 6	*Entire Major-Size Organization.*

Leadership – Amount of Effort or Initiative to Foster Teamwork Scale (C)

Level	Behavioral Description
C 0	*Makes No Extra Effort.*
C 1	*Takes More Than Routine Action Him-or Herself (Up to 4 extra phone calls, conversations, or actions).*
C 2	*Takes Much More Than Routine Action Him-or Herself (5-15 actions).*
C 3	*Makes Extraordinary Efforts (on own time or over a period of months).*
C 4	*Gets Others to Take Nonroutine Action, Hold Extra Meetings. etc.* [Score this for peers, superiors, or people in other organizations. Do not score for delegating some personal actions to subordinates unless the subordinate's action is clearly not within their normal job description. Initiatives that involve the ordinary assistance of subordinates score at level 3, 4, or 5.)
C 5	*Involves Others in Extraordinary Efforts.*

3.4. Directiveness: Assertiveness and the Use of Positional Power – Individuals' intent to make others comply with their wishes.

Intensity of Directiveness Scale (A) remained unchanged; added Number and Rank of People Directed Scale (B)

Directiveness – Number and Rank of People Directed Scale (B)

Level	Behavioral Description
B 1	*One Subordinate (or student, or counseling-type client).*
B 2	*Several (2-6) Subordinates.*
B 3	*Many (more than 6) Subordinates.*
B 4	*One Peer (includes suppliers, colleagues, ere.).*
B 5	*Several (2-6) Peers.*
B 6	*Many Peers.*
B 7	*One Superior or Customer (or customer-type client).*
B 8	*More than One Superior or Customer.*
B 9	*Large Groups (more than 200) at Mixed Levels.*

3.5. Impact and Influence – An intent to persuade, convince, influence or impress others to elicit their support to make specific impacts or achieve particular effects on others.

Influence Others Scale (A) remained unchanged; modified Breadth of Influence Scale (B) based on Air Force units (flight, squadron, group, etc.)

Impact and Influence – Breadth of Influence Scale (B)

Level	Behavioral Description
B 1	*One Other Person.*
B 2	*Work Unit or Project Team (shop).*
B 3	*Department.*
B 4	*Division or Entire Mid-Size Organization (large flight or squadron).*
B 5	*Large Organization (very large squadron, group or equivalent).*
B 6	*City Governmental, Political, or Professional Organizations (wing).*
B 7	*State Governmental, Political or Professional Organizations (NAF or equivalent).*
B 8	*National Political. Governmental, or Professional Organizations (MAJCOM, HAF Staff or Joint Staff).*
B 9	*International Governmental, Political, or Professional Organizations (Combatant Command).*

COMPETENCY GROUP 4: ENHANCING CRITICAL THINKING (Cognitive Effectiveness)

4.2. Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness) – Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations.

Complexity and Originality of Concepts Scale (A) remained unchanged; added Breadth/Size of Problem Addressed Scale (B)

4.3. Decision-making – Makes well-informed, effective and timely decisions. Uses sound judgment to integrate and weigh situational constraints, risks and rewards.

Decision-Making

Level	Behavioral Description
B 0	*Fails to Recognize and Address Problems.* Misses key problems; does not engage quickly enough to prevent negative consequences. Does not engage with others
B 1	*Isolated and Minimally Effective.* Considers only what is obvious; fails to see patterns within problems; fails to consider alternatives.
B 2	*Effective.* Leverages appropriate decision-making techniques (e.g., identifies root causes, involves others, gathers information, etc.); ask questions to isolate problem and generate acceptable, alternative solutions; identifies key decisions within area of responsibility. No follow-up.
B 3	*Highly Effective.* Analyzes and anticipates unintended consequences when making recommendations or decisions; forms and often leads problem-solving teams. Coaches others in problem-solving. Understands problems within broader context. Limited follow-up.
B 4	*Exemplary Decision-Maker*. An expert at anticipating and creatively solving organizational strategic problems. Maintains and taps into vast network of thought

	leaders and analysts to get in-depth analysis of strategic challenges. Continually tracks strategic decisions and monitors impact to ensure desired outcomes and improve future decision-making.

4.4. Planning (Strategic Thinking) – The process of considering and organizing activities and resources to achieve a desired goal. The ability to think on a large and small scale, long- and short-term.

Planning/Strategic Thinking Scale

Level	Behavioral Description
0	*Disorganized; in Disarray.* Fails to leverage time-management tools; forgets commitments; does not produce results on time or at all; prioritizes actions improperly.
1	*Possesses Basic Planning Skills.* Effectively prioritizes and completes multiple tasks; meets deadlines; makes good use of resources to meet taskings/stated requirements.
2	*Planner*. Establishes and communicates priorities and guides subordinates to achieve success. Leverages time-management and planning tools to synchronize and drive efforts and monitor results.
3	*Advanced Planner*. Anticipates challenges and prevents problems where possible. Foresight enables adaptability to new challenges and opportunities – seldom surprised. Manages competing priorities effectively, all within a strategic context.
4	*Strategic Planner*. Provides framework for prioritization across an organization, setting mission, key values and key initiatives. Continually communicates changing priorities to the organization at large to aid others in setting local priorities. Helps to clarify the strategic context for others and to relate ongoing and/or anticipated actions to that context to maximize the potential for success.

COMPETENCY GROUP 5: ENHANCING WARFIGHTING EFFECTIVENESS (Mission Effectiveness)

5.1. Fostering Innovation (includes "Leveraging Technology") – Building a culture of behaviors and business practices that encourages, champions and rewards creativity and informed risk taking, is open to change, and rapidly adapts to new conditions and technologies

Fostering Innovation – Complexity Scale (A)

Level	Behavioral Description
A 0	*Not applicable or None.* Responds to stimuli. Does not encourage innovation. Work is organized by others.
A 1	*Breaks Down Problems.* Assists others in breaking problems into simple tasks or activities.
A 2	*Sees Basic Relationships.* Assists others in analyzing relationships among a few parts of a problem or situation and finding simple causal links (A causes B) or pro-and-con decisions. Helps group to set priorities for tasks in order of importance.
A 3	*Sees Multiple Relationships.* Aids group in analyzing relationships among several parts of a problem or situation; breaking down complex tasks into manageable plans in systematic ways; and recognizing several likely causes of events, or several

	consequences of actions. Helps others to anticipate obstacles and think ahead about next steps.
A 4	*Makes Complex Plans or Analyses.* Leads others in systematically breaking down complex problems or processes into component parts. Suggests and guides others through the use of multiple techniques to break apart complex problems to reach a solution; or make long chains of causal connections.
A 5	*Makes Very Complex Plans or Analyses.* Guides other in systematically breaking multidimensional problems or processes into component parts; and/or employing various analytical techniques to identify multiple solutions and weigh the value of each.
A 6	*Makes Extremely Complex Plans or Analyses.* Leads others in organizing, sequencing and analyzing extremely complex interdependent systems.

Fostering Innovation – Size of Problem Addressed Scale (B)

Level	Behavioral Description
B 1	*Concerns One or Two People's Performances.*
B 2	*Concerns a Small Work Unit.* Or concerns a moderate-size sale, or one aspect of a larger unit's performance.
B 3	*Concerns an Ongoing Problem.* May involve a moderate-size work unit, several sales, or a very large sale.
B 4	*Concerns Overall Performance.* Involves performance of a major division of a large company or of an entire small-size company.
B 5	*Concerns Long-Term Performance.* Relates to a major division or entire company in a complex environment (economic or demographic changes, major improvements, etc.).

5.2. Organizational Awareness – The ability to understand the structure and power relationships that exist within one's own organization, in other organizations, and the way in which organizations are situated and interact within larger organizations, social constructs and even within the world.

Depth of Understanding Scale (A) remained unchanged; added Breadth/Size of Influence Scale (B).

Organizational Awareness – Breadth of Influence Scale (B)

Level	Behavioral Description
B 1	*One Other Person.*
B 2	*Work Unit or Project Team (shop).*
B 3	*Department.*
B 4	*Division or Entire Mid-Size Organization (large flight or squadron).*
B 5	*Large Organization (very large squadron, group or equivalent).*
B 6	*City Governmental, Political, or Professional Organizations (wing).*
B 7	*State Governmental, Political or Professional Organizations (NAF or equivalent).*
B 8	*National Political. Governmental, or Professional Organizations (MAJCOM, HAF Staff or Joint Staff).*

B 9	*International Governmental, Political, or Professional Organizations (Combatant Command).*

5.3. Resource Management (Money, Manpower, Facilities, etc.) – The careful and responsible administration of resources placed under one's control with the intent to maximize readiness and lethality and improve organizational performance.

Resource-Management Scale

Level	Behavioral Description
-1	*Inept or Ineffective.* Fails to manage assigned resources effectively. Overspends budget. Exceeds supply due to poor planning or oversight.
0	*Absent.* Passes responsibility for resource management to others. Does not integrate resource considerations into planning and decision-making.
1	*Workplace.* Organizes the use of resources to meet expectations; identifies resource limitations that have the potential to affect mission effectiveness. Plans, coordinates and oversees internal and external resources to accomplish assignments within the given deadlines.
2	*Small Unit / Squadron.* Manages the allocation of resources in relation to organizational needs. Manages work plans, sets timelines, priorities and deadlines, and involves stakeholders to deliver work and resources on time to achieve unit mission success and maximize efficiency. Provides advice on procedures and the use of resources to superiors.
3	*Mid-Sized Unit: Large Squadron/Group.* Integrates, allocates and controls resources across the subordinate offices, divisions, and units consistent with goals, priorities, budgetary constraints and other policy/guidance. Identifies need for additional resources to support current and planned initiatives, services, offerings and missions effectively. Orchestrates subordinate entities work to maximize mission effectiveness and efficiency. Advises wing leaders on resource issue.
4	*Large-Sized Unit: Wing.* Integrates, allocates and controls resources across the subordinate units consistent with goals, priorities, budgetary constraints and other policy/guidance. Advises and/or develops practical solutions to address resource issues that affect the effectiveness of subordinate units as well as the missions to be performed. Organizes people and activities, separates and combines tasks into an efficient workflows and organizational structures to maximize mission effectiveness and efficiency. Advises MAJCOM and Air Staff on resource issues.
5	*Strategic Impact: NAF, MAJCOM.* Sets and redefines priorities, issues policy/guidance, and reorganizes staff and subordinate organizations to increase capacity to meet internally and externally directed mission requirements. Evaluates the strategic resource impact of decisions, statutes, policy and guidance and develops strategies to address resource issues both within and across organizational boundaries. Serves as senior resource advisor to Air Force senior leader.

5.4. Change Management – The ability to adapt, to help others adapt, or to implement change with the goal of ensuring organizational goals are properly aligned to the desired end state.

Change-Management Scale

Level	Behavioral Description
0	*Unskilled*. Neither understands nor employs change-management techniques; introduces change too quickly; doesn't transition well; drives change without well-considered outcome ("change for the sake of change")
1	*Possesses Basic Change-Management Skills*. Recognizes need for change and is able to "roll with it"; supports change initiated by others; limits public criticism and tries to maintain positive presence with peers and subordinates.
2	*Skilled Change Manager*. Models required changes; respected as "change agent" within organization; serves on transition teams; involves others, conveying needed information to ensure understanding and maximize support.
3	*Advanced Change Manager*. Valuable change resource; leads transition teams; proactively presents opportunities for change; seeks innovative improvements and encourages others to embrace such opportunities.
4	*Strategic-Level Change Manger*. Initiates needed major organizational changes; recognized expert in change management (e.g., motivates organization toward needed change by constantly communicating vision of the preferred future promised by the change); understands the importance of properly managing transitions and establishes/oversees transition teams to successfully realize change results.

Appendix E. Competency Definitions and Competency Scale References

*Additions to existing DoDI 1430.16 or Spencer & Spencer (1993) definitions or example behaviors highlighted in yellow.

COMPETENCY GROUP 1: LEADING SELF (PERSONAL EFFECTIVENESS)	DoDI 1430.16 or Spencer & Spencer (1993) definition	AETC/A3J Survey Definition and Example Behaviors	Competency Scale Reference
Accountability	DoDI 1430.16 **Definition:** Fosters and ensures an environment that administers all resources in a manner that instills public trust while accomplishing the mission. Monitors progress and evaluates outcomes to improve organizational efficiency and effectiveness. *Holds self and others accountable* for measurable high-quality, *timely*, and cost-effective results. Determines objectives, sets priorities, and ensures sound management processes and procedures are in place, ensuring that national interests are well served. *Accepts responsibility* for mistakes. Complies with established control systems and rules.	**Definition:** Accepts full responsibility for self and team; displays honesty and truthfulness. **Behaviors:** - Takes personal responsibility. - Treats people fairly. - Completes assigned tasks on time.	Moral Identity. Black, Jessica E., & Reynolds, William M. (2016). Development, reliability, and validity of the Moral Identity Questionnaire. *Personality and Individual Differences, 97*, 120-129.
Achievement Orientation	**Definition:** A concern for working well or for competing against a standard of excellence. **Common Behaviors:** - Working to meet a standard set by management. - Setting and acting to reach challenging goals for self or others.	**Definition:** A concern for working well or for competing against a standard of excellence. **Behaviors:** - Sets challenging goals. - Makes changes to processes to improve performance.	Albrecht, Simon L. (2015). Challenge demands, hindrance demands, and psychological need satisfaction: Their influence on employee engagement and

	- Making cost-benefit analyses. - Taking calculated entrepreneurial risks. - Commits resources and/or time to reach challenging goals.	- Commits resources and/or time to reach challenging goals.	emotional exhaustion. *Journal of Personnel Psychology, 14,* 70-79. (adapted)
Concern for Order, Quality, and Accuracy	**Definition:** An underlying drive to reduce uncertainty in the surrounding environment. **Behaviors:** - Monitors work quality of self and others. - Monitors progress of a project against milestones or deadlines. - Develops and uses systems to organize and keep track of information.	**Definition:** An underlying drive to reduce uncertainty in the environment. **Behaviors:** - Monitors work quality of self and others. - Monitors progress of a project against milestones or deadlines. - Develops and uses systems to organize and keep track of information.	Cognitive Uncertainty. Greco, Veronica, & Roger, Derek. (2001). Coping with uncertainty: The construction and validation of a new measure. *Personality and Individual Differences, 31,* 519-534.
Information Seeking	**Definition:** An underlying curiosity, a desire to know more about things, people, or issues. **Behaviors:** - "Digging" or pressing fir exact information or discrepancies by asking a series of questions - "Scanning" for potential opportunities or for miscellaneous information that may be of future use - Getting out personally to see the plane, factory, ship, customer's installation, loan applicant's business, classroom, students' failing papers, or other work-related situation	**Definition:** An underlying curiosity, a desire to know more about things, people, oneself, the mission or issues; an eager, aggressive learner. **Behaviors:** - Investigates to get at the root of a problem. - Calls on others, who are not personally involved, to get their perspective. - Establishes habits for various kinds of information gathering.	Learning Orientation. VandeWalle, D. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement, 57,* 995-1015.
Flexibility	**Definition:** The ability to adapt to and work effectively with a variety of situations, individuals, or groups. **Behaviors:**	**Definition:** The ability to adapt to and work with a variety of situations, individuals, or groups effectively.	Vredenburg, Jessica, & Bell, Simon J. (2014). Variability in health care services: The role of service employee

	- Recognizes the validity of opposing viewpoints - Adapts easily to changes at work - Flexibly applies rules or procedures, depending on the individual situation, to accomplish organization's larger objectives - Changes own behavior or approach to suit the situation.	**Behaviors:** - Changes behavior or approach to suit the situation. - Adapts own strategies, goals, or projects to situations. - Open to new methods, ideas, or approaches.	flexibility. *Australasian Marketing Journal, 22,* 168-178.
Resilience	DoDI 1430.16 **Definition:** Deals effectively with pressure, ambiguous and emerging conditions, and multiple tasks; remains optimistic and persistent, even under adversity or uncertainty. Recovers quickly from setbacks. Anticipates changes and learns from mistakes.	**Definition:** The process of negotiating, managing, and adapting to significant sources of stress or trauma. **Behaviors:** - Maintains poise under adverse conditions. - Finds ways to overcome barriers which can hinder work tasks. - Quickly bounces back to unforeseen changes.	Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., et al. 2008. The Brief Resilience Scale: assessing the ability to bounce back. *International Journal of Behavioral Medicine, 15,* 194–200.
<u>Initiative</u>	**Definition:** The preference for taking action; doing more than is required or expected; doing things that no one has requested that will improve or enhance job results and avoid problems; or finding and creating new opportunities. **Behaviors:** - Persistence, refusal to give up when faced with obstacles or rejection - Recognition and seizing of opportunities - Performance of far more than the job requires	**Definition:** The preference for taking action; doing more than is required or expected; doing things that no one has requested that will improve or enhance job results and avoid problems; or finding and creating new opportunities. **Behaviors:** - Shows persistence to overcome obstacles. - Acts quickly and decisively in a crisis.	Frese, Michael & Fay, Doris & Hilburger, Tanja & Leng, Karena & Tag, Almut. (1997). The concept of personal initiative: Operationalization, reliability and validity in two German samples. *Journal of Organizational and Occupational Psychology, 70,* 139-161.

	- Anticipates and prepares for a specific opportunity that may not be obvious to others.	- Anticipates and prepares for a specific opportunity that may not be obvious to others.	
Self-Control	**Definition:** The ability to keep emotions under control and to restrain negative actions when tempted, when faced with opposition or hostility from others, or when working under conditions of stress. **Behaviors:** - Is not impulsive - Resists temptation to inappropriate involvements - Remains calm in stressful situations.	**Definition:** The ability to keep emotions under control and to restrain negative actions when under stress. **Behaviors:** - Uses stress management techniques to control responses / prevent burnout. - Takes action to respond constructively to the source of the problem. - Controls own emotions as well as calms others in very stressful situations.	Büssing, Arndt, Walach, Harald, Kohls, Niko, Zimmermann, Fred, & Trousselard, Marion. (2013). Conscious presence and self-control as a measure of situational awareness in soldiers—A validation study. *International Journal of Mental Health Systems, 7:1.*
Self-Confidence	**Definition:** A person's belief in his or her own capability to accomplish a task. **Behaviors:** - Makes or acts on decisions in spite of disagreement from others - Presents self in a forceful or impressive manner - States confidence in own judgment or ability - States own position clearly and confidently in conflicts with superiors.	**Definition:** A feeling of trust in one's abilities, qualities, and judgements. **Behaviors:** - Acts as a prime mover, catalyst, or originator. - States own view clearly and confidently even in a conflict. - Seeks and volunteers for challenging and complex assignments.	Büssing, Arndt, Walach, Harald, Kohls, Niko, Zimmermann, Fred, & Trousselard, Marion. (2013). Conscious presence and self-control as a measure of situational awareness in soldiers—A validation study. *International Journal of Mental Health Systems, 7:1.*
Organizational Commitment	**Definitions:** A person's ability and willingness to align their own behavior with	**Definitions:** A person's ability and willingness to align their own	Mowday, R., & Steers, R. M. (1979). The measurement of

	the needs, priorities, and goals of the organization, to act in ways that promote organizational goals or meet organizational needs **Behaviors:** - Being willing to help colleagues complete their tasks - Aligning own activities and priorities to meet organizational needs - Understanding need for cooperation to achieve larger organization objectives - Choosing to meet organizational needs rather than to pursue professional interests	behavior with the needs, priorities, and goals of the organization. **Behaviors:** - Makes personal sacrifices to meet the organization's needs. - Stands by decisions that benefit the organization even if they are unpopular. - Sacrifices unit's short-term good for organization's long-term good.	organizational commitment. *Journal of Vocational Behavior, 14,* 224-247. The short-form of this measure is the 9 positively keyed items.
COMPETENCY GROUP 2: BUILDING RELATIONSHIPS (INTERPERSONAL EFFECTIVENESS)			
<u>Communication</u>	**Definition:** Cleary and effectively articulates, presents, and promotes varied ideas and issues before a wide range of audiences, in both speaking and writing. **Behaviors:** - Delivers interesting text that engages audience with stories, examples, or other devices. - Delivers interesting presentations; engages audience with stories, questions, and discussions.	**Definition:** Cleary and effectively articulates, presents, and promotes varied ideas and issues before a wide range of audiences, in both speaking and writing. **Behaviors:** - Delivers interesting text that engages audience with stories, examples, or other devices. - Delivers interesting presentations; engages audience	Communicator Competence Questionnaire. Monge, P. R., Backman, S. G., Dillard, J. P., & Eisenberg, E. M. (1982). Communicator competence in the workplace: Model testing and scale

	- Uses and interprets non-verbal behaviors to enhance understanding.	with stories, questions, and discussions. - Uses and interprets non-verbal behaviors to enhance understanding.	development. *Communication Yearbook, 5,* 505-528. (adapted)
Relationship-Building	**Definition:** Working to build or maintain friendly, warm relationships or networks of contacts with people who are, or might someday be, useful in achieving work-related goals. **Behaviors:** - Consciously working at building rapport, extending oneself to build rapport - Establishing rapport easily - Sharing personal information to create a common ground or mutuality - Networking or establishing friendly relations with many people who may someday be called for information or other assistance	**Definition:** Develops relationships and networks; builds alliances; collaborates across boundaries to build strategic relationships and achieve common goals. **Behaviors:** - Develops strong relationship with co-workers and those outside of your organization. - Makes conscious effort to build rapport and maintain effective communication. - Uses relationships to develop opportunities and influence changes within your organization.	External Social Capital Development Behaviors Scale. Ng, T. W. H., & Feldman, D. C. (2010). The effects of organizational embeddedness on development of social capital and human capital. *Journal of Applied Psychology, 95,* 696-712.
Service Orientation	**Definition:** A desire to help or serve others to meet their needs; and focusing efforts to discover and meet the customer or client's needs. **Behaviors:** - Seeks information about the real, underlying needs of the client's problem, beyond those expressed initially, and matches these to available (or customized) products or services	**Definition:** A desire to help or serve others to meet their needs; making and focusing efforts to discover and meet others' needs. **Behaviors:** - Seeks information about the real, underlying needs of the client's problem. - Attempts to add value; makes things better for the customer.	Customer Service Attitude. Susskind, Alex M., Kacmar, K. Michele, & Borchgrevink, Carl P. (2003). Customer service providers' attitudes relating to customer service and customer satisfaction in the customer-server exchange. *Journal of*

	- Takes personal responsibility for correcting customer service problems; corrects problems promptly and undefensively - Acts as a trusted advisor; acts on an independent opinion on client needs, problems/opportunities, and possibilities for implementation - Works with a long-term perspective in addressing client's problems	- Acts as a trusted advisor; becomes intimately involved in the client's decision-making process.	*Applied Psychology, 88,* 179-187.
<u>Perseverance and Passion</u>	N/A	**Definition:** Displays GRIT in accomplishment of difficult long-term goals. Entails working strenuously toward challenges, maintaining effort and interest over years despite failure, adversity, and plateaus in progress. **Behaviors:** - Approaches achievement as a marathon (long-term conscientiousness); uses stamina as an advantage. - Finishes tasks at hand, but pursues a given aim over years. - Sets extremely long-term objectives and does not swerve from them (even in the absence of positive feedback).	Grit (Perseverance of Effort) Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). *Journal of Personality and Social Psychology, 92,* 1087-1101.
COMPETENCY GROUP 3: LEADING OTHERS			

(LEADERSHIP EFFECTIVENESS)			
<u>Develops Others</u>	**Definition:** Teaching or fostering the development of one or several other people; a genuine intent to foster the learning and development of the others and an appropriate level of needs analysis. **Behaviors:** - Expresses positive expectations of others, even in "difficult" cases, Believes others want to and can learn - Gives directions or demonstrations with reasons or rationale included as a training strategy - Gives negative feedback in behavioral rather than personal terms, and expresses positive expectations for future performance or gives individualized suggestions for improvement - Identifies a training or developmental need and designs or establishes new programs or materials to meet it	**Definition:** Investing in others to maximize their contributions to the mission by inspiring and providing an environment of continual feedback and learning opportunities. **Behaviors:** - Arranges appropriate training and experiences to foster the learning and development of others. - Identifies a training/ developmental need and designs a new program to meet it. - Assesses subordinates' competence; delegates full authority and responsibility for them to complete a task their own way.	Supervisor Support Measure. Wilk, Steffanie L., & Moynihan, Lisa M. (2005). Display Rule "Regulators": The Relationship Between Supervisors and Worker Emotional Exhaustion. *Journal of Applied Psychology, 90*, 917-927. (adapted)
<u>Teamwork and Cooperation</u>	**Definition:** Genuine intention to work cooperatively with others, to be part of a team, to work together as opposed to working separately or competitively. **Behaviors:** - Solicits ideas and opinions to help form specific decisions or plans - Keeps people informed and up-to-date about the group process, shares all relevant and useful information	**Definition:** Builds cohesive teams within and across organizations. Shares wins and successes such that each team member feels valued and approved. **Behaviors:** - Encourages and empowers others.	Akgün, Ali E., Lynn, Gary S., Keskin, Halit, & Dogan, Derya. (2014). Team learning in IT implementation projects: Antecedents and consequences. *International Journal of Information Management, 34*, 37-47.

	- Expresses positive expectations of others - Credits others publicly for accomplishments - Encourages and empowers others, making them feel strong or important	- Acts to promote a friendly climate, good morale, and cooperation. - Brings team conflicts into the open and facilitates a beneficial resolution.	
Leadership	**Definition:** The intention to take a role as leader of others. **Behaviors:** - Informs people: Lets people affected by a decision know what is happening - Makes a personal effort to treat all group members fairly - Uses complex strategies to promote team morale and productivity (hiring and firing decisions, team assignments, cross-training, etc.) - Makes sure the practical needs of the group are met. - Ensures that others buy into leaders' mission, goals, climate, tone, and policy.	**Definition:** The intention to take a role as leader of others. **Behaviors:** - Ensures the practical needs of the organization are met. - Ensures that others buy into leaders' mission, goals, climate, tone, and policy. - Inspires and motivates through interactions.	Interview Rating Scale for Leadership. Motowidlo, Stephan J., & Burnett, Jennifer R. (1995). Aural and visual sources of validity in structured employment interviews. *Organizational Behavior and Human Decision Processes, 6,* 239-249.
Directiveness: Assertiveness and the use of Positional Power	**Definition:** Expresses individuals' intent to make others comply with their wishes. **Behaviors:** - Confronts others openly and directly about performance problems. - Unilaterally sets standards; demands high performance, quality, or resources; insists on compliance with own orders or requests in a “no nonsense” or “put my foot down” style	**Definition:** Individuals' intent to make others comply with their wishes. **Behaviors:** - Confronts others openly and directly about performance. - Unilaterally sets standards; demands high performance. - Intrusively (or publicly) monitors performance against clear standards.	Directive Leadership Scale. Wendt, Hein, Euwema, Martin C., & van Emmerik, I. J. Hetty. (2009). Leadership and team cohesiveness across cultures. *The Leadership Quarterly, 20,* 358-370.

	- Firmly says "no" to unreasonable requests, or sets limits for others' behaviors - Gives detailed directions, assigns tasks to get the job done or to free self for higher priorities		
Impact and Influence	**Definition:** An intent to persuade, convince, or impress others, in order to get them to support the speaker's agenda, or the desire to have a specific impact or effect on others. **Behaviors:** - Anticipates the effect of an action or other detail on people's image of the speaker - Appeals to reason, data, facts, and figures - Uses concrete examples, visual aids, demonstrations, etc. - Assembles political coalitions, builds "behind the scenes" support for ideas - Deliberately gives or withholds information to gain specific effects - Uses "group process skills" to lead or direct a group	**Definition:** An intent to persuade, convince, or impress others to elicit their support to make specific impacts or achieve particular effects on others. **Behaviors:** - Models behavior desired in others or takes well thought-out unusual or dramatic action to have a specific impact. - Uses expert or other third parties to influence. - Uses complex influence strategies tailored to individual situations to encourage desired behavior.	Influence. Boyas, Javier F., Wind, Leslie H., & Ruiz, Erika. (2015). Exploring patterns of employee psychosocial outcomes among child welfare workers. *Children and Youth Services Review, 52,* 174-183
Analytical Thinking (problem-solving, advocacy)	**Definition:** Understanding a situation by breaking it down into smaller pieces, or tracing the implications of a situation in a step-by-step causal way; organizing the parts of a problem or situation in a systematic way; making systematic comparisons of different features or aspects; setting priorities on a rational basis; identifying time sequences, causal relationships, or if→ then relationships. **Behaviors:**	**Definition:** Identifies problems; evaluates alternative perspectives/solutions; makes timely/effective recommendations; and identifies courses of action. **Behaviors:** - Systematically breaks down a complex problem or process into component parts.	Critical Thinking. Korkmaz, Özgen, Çakir, Recep, & Özden, M. Yaşar. (2017). A validity and reliability study of the computational thinking scales (CTS). *Computers in Human Behavior, 72,* 558-569.

	- Sets priorities for tasks in order of importance - Breaks down a complex task into manageable parts in a systematic way - Recognizes several likely causes of events, or several consequences of actions - Anticipates obstacles and thinks ahead about next steps - Uses several analytical techniques to identify several solutions and weighs the value of each	- Organizes, sequences, and analyzes extremely complex interdependent systems.	
Conceptual and Creative Thinking (Innovation/Diversity of Thought/Airmindedness)	**Definition (Conceptual Thinking):** Understanding a situation or problem by putting the pieces together, seeing the larger picture; identifying patterns or connections between situations that are not obviously related; identifying key or underlying issues in complex situations. **Behaviors:** - Uses "rules of thumb," common sense, and past experiencers to identify problems or situations - Sees crucial differences between current situation and things that have happened before - Applies and modifies complex learned concepts or methods appropriately - Identifies useful relationships among complex data from unrelated areas	**Definition:** Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations. **Behaviors:** - Identifies problems and situations not obvious to others and not learned from previous situations. - Creates new models or theories that explain a complex situation.	Creative Cognition. Rogaten, Jekaterina, & Moneta, Giovanni B. (2015). Development and validation of the short Use of Creative Cognition Scale in studying. *Educational Psychology, Vol 35,* 294-314.
Decision Making.	DoDI 1430.16 **Definition:** Makes well-informed, effective, and timely decisions, whether data are limited or vast, or	**Definition:** Makes well-informed, effective and timely decisions. Uses sound judgement to integrate and	Rational Decision Style. Hamilton, Katherine, Shih, Shin-I, & Mohammed, Susan. (2016). The

	solutions produce unpleasant consequences; perceives the impact and implications of decisions. Analyzes critically, synthesizing patterns among diverse systems and looking at interdependencies. Gauges unintended consequences. Uses sound judgment to simultaneously integrate and weigh situational constraints, risks and rewards.	weigh situational constraints, risks, and rewards. **Behaviors:** - Anticipates challenges and prevents problems where possible. - Provides framework for prioritization across an organization, setting, mission, key values and key initiatives.	development and validation of the rational and intuitive Decision Styles Scale. *Journal of Personality Assessment, 98,* 523-535.
Planning (Strategic Thinking).	DoDI 1430.16 **Definition:** Formulates objectives and priorities, and implements plans consistent with the long-term interests of the organization in a global environment that takes into consideration the environment, resources, capabilities, constraints, and organizational goals and values. Capitalizes on opportunities and manages risks and contingencies, recognizing the implications for the organization and stakeholders.	**Definition:** The process of considering and organizing activities and resources to achieve a desired goal. The ability to think on a large and small scale, long- and short-term. **Behaviors:** - Analyzes and anticipates unintended consequences when making recommendations or decisions. - Maintains and taps into vast network of thought leaders and analysts to get in-depth analysis of strategic challenges.	Management by Objectives. Arvey, Richard D., Dewhirst, H. Dudley, & Boling, John C. (1976). Relationships between goal clarity, participation in goal setting, and personality characteristics on job satisfaction in a scientific organization. *Journal of Applied Psychology, 61,* 103-105.
COMPETENCY GROUP 5: ENHANCING WARFIGHTING EFFECTIVENESS (MISSION			

EFFECTIVENESS)			
<u>Fostering Innovation</u>	DoDI 1430.16 **Definition (Creativity and Innovation):** Develops new insights into situations; questions conventional approaches; encourages new ideas and innovations; designs and implements new or cutting edge programs/processes/solutions.	**Definition:** Building a culture of behaviors and business practices that encourages, champions and rewards creativity and informed risk taking, is open to change, and rapidly adapts to new conditions and technologies. **Behaviors:** - Breaks down complex tasks into manageable plans in systematic ways. - Guides others through the use of multiple techniques to break apart complex problems to reach a solution.	**(**Pulled from multiple sources)
<u>Organizational Awareness (JIIM, Culture, etc.)</u>	**Definition:** The ability to understand the power relationships in his or her own organization or in other organizations (customers, suppliers, etc.), and at higher levels, the position of the organization in the larger world. **Behaviors:** - Understands the organization's informal structures (identifies key actors, decision-influencers, etc.) - Recognizes unspoken organizational constraints—what is and is not possible at certain times or in certain positions. - Recognizes and addresses the underlying problems, opportunities, or political forces affecting the organization.	**Definition:** The ability to understand the structure and power relationships that exists within one's own organizations, and the way in which organizations are situated and interact within larger organizations, social constructs and even within the world. **Behaviors:** - Recognizes unspoken organizational constraints. - Understands the underlying problems and opportunities affecting the organization.	**(**Pulled from multiple sources)

Resource Management (Money, Manpower, Facilities, etc.)	Existing AFMAN 36-2647 (Resource Stewardship): Identifies, acquires, and conserves resources (financial, informational, technological, material, energy, warfare, and human) needed to accomplish the mission. Adheres to timelines and milestones set for mission accomplishment. Uses resources as directed or available. Prepares staff and unit, and procures or manages resources (processes, departments, and finances) to ensure mission success. Determines, analyzes, and prioritizes timelines, milestones, and resources required for mission. Generates alternatives to address issues and utilize available resources; evaluates or selects alternatives considering mission priorities and the availability of additional resources including those outside immediate control or domain. Evaluates and prioritizes among multiple requests to determine appropriate utilization of strategic USAF resources in support of higher level strategy, mission, or goals. Implements "best practice" management techniques throughout the organization.	**Definition:** The careful and responsible administration of resources placed under one's control with the intent to maximize readiness and lethality and improve organizational performance. **Behaviors:** - Advises MAJCOM and Air Staff on resource issues. - Sets and redefines priorities, issues policy/guidance, and reorganizes staff and subordinate organizations to meet mission requirements.	(Pulled from multiple sources)
Change Management	Existing AFMAN 36-2647: Describes the importance of proactively embracing, supporting, and leading change	**Definition:** The ability to adapt, to help others adapt, or to implement change with the goal of ensuring	**(**Pulled from multiple sources)

	and USAF continuous improvement process. Adopts and supports USA Demonstrates openness and support of different and innovative change ideas offered by others to solve problems or address issues. Applies influential skills to address change resistance. Helps individuals overcome resistance to change. Synthesizes requirements for and implements and assesses change effort utilizing sound approaches to manage and minimize complexity, paradoxes, risks, and contradictions and their impact on the change initiative. Compares, evaluates, and approves change recommendations for implementation based on organizational strategy and vision.	organizational goals are properly aligned to the desired end state. **Behaviors:** - Considered a "change agent" within organization. - Seeks innovative improvements and encourages others to embrace such opportunities. - Oversees transition teams to successfully realize change results.	

Appendix F. Adjunct Contract Professor Survey Participants

Rank	Last Name	First Name
Lt Gen	Allardice	Robert
Maj Gen	Barrett	Mark
Brig Gen	Beletic	Robert
Mr	Beyland	Timothy
Col	Buntyn	Anthony
Maj Gen	Carter	Theresa
Lt Gen	Clarke	Stanley
Maj Gen	Ellis	Edward
Lt Gen	Etter	William
Lt Gen	Fairfield	John
Gen	Fraser	Douglas
SES-5	Gilligan	John
Lt Gen	Jones	Noel
Maj Gen	Jones	Duane
Maj Gen	Jones	James
Maj Gen	Kingsley	Michael
Gen	Martin	Gregory
Col	Mink	Allan
Lt Gen	Otto	Robert
Lt Gen	Regni	John
Lt Gen	Schissler	Mark O.
Lt Gen	Seip	Norman
Maj Gen	Snodgrass	Michael
Maj Gen	West	Scott
Maj Gen	Williams	Brett

Appendix G. Item-Level Importance Ratings and Competency Scale Internal Reliability (N = 3296-3533)

*Note. Items retained for validating overall competency importance appear in ***bold***

Competency	Item #s	Item (***bold on retained scale**)	Importance Mean	SD	Item-Total Correlation
***Accountability (α = .866, k = 6)**	***Account1**	**to act honestly in most things you do**	**5.56**	**0.899**	**0.643**
	***Account2**	**for other people to know they can rely on you**	**5.51**	**0.759**	**0.650**
	***Account3**	**to treat other people fairly**	**5.52**	**0.862**	**0.726**
	***Account4**	**to act in ways that do the most good and least harm to other people**	**5.19**	**0.980**	**0.655**
	***Account5**	**to do what you know is right**	**5.47**	**0.900**	**0.744**
	***Account6**	**that you act on situations once you've made up your mind on the right thing to do**	**5.16**	**0.833**	**0.569**
***Achievement Orientation (α = .849, k = 3)**	***AO1**	**to achieve something important through your work**	**4.96**	**1.023**	**0.746**
	***AO2**	**to have a sense of accomplishment from the work you do**	**5.10**	**1.012**	**0.720**
	***AO3**	**to make a positive contribution through your work**	**5.33**	**0.862**	**0.701**
Order (α = .836, k = 5)	***Order1**	**to plan ahead in detail rather than leave things to chance**	**4.97**	**0.971**	**0.649**
	***Order2**	**to do all you can to accurately plan for your future**	**4.98**	**0.956**	**0.626**
	***Order3**	**to have things be ordered and in place**	**4.74**	**0.958**	**0.674**
	***Order4**	**to have things under control**	**4.86**	**0.897**	**0.660**
	***Order5**	**to rationally weigh all the information you have, when you are uncertain about something**	**5.32**	**0.786**	**0.484**
	Order6	to stick to tried and tested ways of doing things	3.73	1.315	0.365
Information Seeking (α = .881, k = 5)	**IS1**	**to select challenging work assignments that you can learn a lot from**	**4.87**	**1.018**	**0.770**
	IS2	**to look for opportunities to develop new skills and knowledge**	**5.22**	**0.863**	**0.711**

	IS3	to enjoy challenging and difficult tasks at work where you can learn new skills	4.97	0.965	0.775
	IS4	to take risks to develop your work ability	4.66	1.088	0.656
	IS5	to work in situations that require a high level of ability and talent	4.74	1.034	0.680
*Flexibility (α = .796, k = 3)	*Flex1	to feel confident that you can change your approach when necessary	5.13	0.833	0.699
	Flex2	to be very sensitive to the needs of those you work with	4.74	1.039	0.522
	*Flex3	to vary your approach from situation to situation	4.89	1.003	0.583
	*Flex4	to have the ability to change to another approach when you feel your current approach is not working	5.29	0.786	0.673
Resiliency (α = .780, k = 3)	*Res1	to bounce back quickly after hard times	4.96	0.975	0.630
	*Res2	to not take long to recover from a stressful event	4.46	1.211	0.641
	*Res3	to come through difficult times with little trouble	4.42	1.140	0.596
Initiative (α = .864, k = 6)	*Init1	to actively attack problems	5.05	0.827	0.670
	*Init2	to search for a solution immediately when something goes wrong	4.74	1.013	0.637
	*Init3	to get actively involved whenever you have a chance to	4.83	0.955	0.671
	*Init4	to take initiative immediately even when others don't	4.88	0.963	0.722
	*Init5	to use opportunities quickly in order to attain your goals	4.76	0.912	0.624
	*Init6	to do more than what you are asked to do	4.81	1.002	0.635
Self-Control (α = .877, k = 8)	*SCont1	to consciously perceive your current situation and look at it without judging it as either 'good' or 'bad'	4.63	1.042	0.627
	*SCont2	to be conscious of your emotions, moods, and physical responses	5.15	0.804	0.659
	*SCont3	to recognize when your concentration has drifted and return to consciously paying attention without difficulty	4.95	0.830	0.666
	*SCont4	to see your mistakes and difficulties without judging them	4.76	1.028	0.637
	*SCont5	to pay full attention and perceive things mindfully	5.13	0.789	0.675
	*SCont6	to accept unpleasant experiences as being important and of value	4.78	1.007	0.582
	SCont7	to be easy on yourself when things go wrong	4.33	1.205	0.494
	*SCont8	to not let arising emotions take control over you during difficult situations	5.26	0.811	0.596
	*SCont9	to experience moments of inner calm even when dealing with difficult situations	4.98	0.904	0.694

Self-Confidence (α = .848, k = 4)	***SConf1**	**to not allow negative feedback to affect your level of self-confidence**	**4.87**	**0.958**	**0.741**
	***SConf2**	**to not allow poor performance to adversely affect your confidence**	**4.66**	**1.068**	**0.692**
	***SConf3**	**to have stable self-confidence that does not vary much at all**	**4.68**	**0.984**	**0.611**
	***SConf4**	**to not allow your self-confidence to be affected by the outcome of competition**	**4.85**	**0.924**	**0.708**
Organizational Commitment (α = .780, k = 3)	***OC1**	**to put in a great deal of effort beyond what is normally expected to help the organization be successful**	**4.70**	**1.095**	**0.670**
	OC2	to accept almost any assignment in order to keep working for the organization	3.95	1.423	0.433
	***OC3**	**to be in an organization that inspires the very best in you in the way of job performance**	**5.08**	**0.993**	**0.540**
	***OC4**	**to care about the fate of the organization**	**5.12**	**0.972**	**0.589**
***Communication (α = .918, k = 9)**	***Comm1**	**to have a good command of language**	**5.20**	**0.800**	**0.732**
	***Comm2**	**to be sensitive to others' needs of the moment**	**4.83**	**0.972**	**0.666**
	Comm3	to get right to the point	4.85	0.952	0.545
	***Comm4**	**to pay attention to what other people say**	**5.23**	**0.852**	**0.694**
	***Comm5**	**to deal with others effectively**	**5.30**	**0.753**	**0.754**
	***Comm6**	**to be a good listener**	**5.36**	**0.825**	**0.757**
	***Comm8**	**to express your ideas**	**4.99**	**0.918**	**0.706**
	***Comm10**	**to write clearly**	**5.24**	**0.810**	**0.705**
	***Comm11**	**to be easy to talk to**	**5.13**	**0.886**	**0.717**
	***Comm12**	**to respond to messages**	**5.08**	**0.837**	**0.691**
Relationship-Building (α = .882, k = 4)	***RB1**	**to spend a lot of time and effort networking with others in your occupation**	**4.61**	**1.051**	**0.773**
	***RB2**	**to be good at building relationships with influential people in your occupation**	**4.92**	**0.999**	**0.736**
	***RB3**	**to spend a lot of time developing connections with others in your organization**	**4.77**	**0.986**	**0.753**
	***RB4**	**to be good at using your connections and network in your occupation to make things happen**	**5.05**	**0.885**	**0.722**

***Service Orientation (α = .929, k = 5)**	***SO1**	**to help others when it is clear their workload is too high**	**5.12**	**0.918**	**0.818**
	***SO2**	**to take the initiative to help orient newcomers in the organization even though it is not required**	**5.09**	**0.920**	**0.795**
	***SO3**	**to lend a helping hand to coworkers when needed**	**5.26**	**0.851**	**0.817**
	***SO4**	**to willingly assist others in meeting deadlines or requirements**	**5.10**	**0.869**	**0.839**
	***SO5**	**to think of ways to improve collaboration within your organization**	**5.05**	**0.899**	**0.788**
	SO6	to work with others wherever possible to help improve the image of your group and organization	4.92	0.946	0.654
***Grit (α = .875, k = 4)**	***Grit1**	**to overcome setbacks in order to conquer an important challenge**	**5.22**	**0.759**	**0.792**
	***Grit2**	**to not let setbacks discourage you**	**5.16**	**0.793**	**0.663**
	***Grit3**	**to be a hard worker**	**5.33**	**0.871**	**0.704**
	Grit4	to achieve a goal that took years to work	4.89	1.012	0.620
	***Grit5**	**to be diligent**	**5.25**	**0.754**	**0.782**
***Developing Others (α = .919, k = 4)**	***DO1**	**to provide feedback to subordinates about their performance**	**5.36**	**0.836**	**0.802**
	***DO2**	**to give helpful advice about improving a subordinate's performance when they need it**	**5.31**	**0.822**	**0.832**
	***DO3**	**to keep subordinates informed about different career opportunities from within your organization**	**5.18**	**0.887**	**0.795**
	***DO4**	**to provide subordinates tasks that give them the opportunity to develop and strengthen new skills**	**5.31**	**0.815**	**0.818**
	DO5	to assign subordinates to special projects that increase their visibility in the organization	5.01	0.945	0.668
***Teamwork (α = .942, k = 6)**	***Team1**	**to acknowledge conflict and work to resolve issues on the team you lead**	**5.30**	**0.790**	**0.839**
	***Team2**	**to help others on the teams you lead by sharing knowledge and information**	**5.36**	**0.792**	**0.845**
	***Team3**	**to encourage diverse perspectives and differing points of view on the teams you lead**	**5.21**	**0.902**	**0.799**
	Team4	to demonstrate interest and enthusiasm during team activities	5.14	0.854	0.661

	*Team5	to acknowledge the contributions made by others on the teams you lead	5.40	0.806	0.830
	*Team6	to ensure the teams you lead work together towards a unified goal	5.37	0.757	0.840
	*Team7	to freely share information (i.e., technical or user) with others on the teams you lead	5.31	0.852	0.793
Impact and Influence (α = .859, k = 4)	*Impact1	to have a say in the way your work group performs its tasks	4.88	0.925	0.743
	*Impact2	to be able to influence decisions that affect your organization	4.93	0.908	0.716
	*Impact3	that your supervisor asks for your opinion before making important decisions	4.68	1.130	0.700
	*Impact4	to be allowed to voice your opinion in meetings with management higher than your immediate supervisor	4.95	1.006	0.678
Creative Thinking (α = .938, k = 4)	*CT1	to come up with new and practical ideas to improve performance	4.98	0.916	0.846
	*CT2	to come up with creative solutions to problems	4.96	0.959	0.851
	*CT3	to have a fresh approach to problems	4.93	0.958	0.869
	*CT4	to suggest new ways of performing work tasks	4.87	0.965	0.845
Planning / Strategic Thinking (α = .887, k = 5)	*Plan1	to know your organization's mission, vision, and values	5.18	0.935	0.705
	*Plan2	to effectively communicate goals and priorities	5.35	0.791	0.732
	*Plan3	to have a plan to get things back on track and get the job done when things don't go right	5.17	0.780	0.770
	*Plan4	to plan activities to get maximum utilization out of facilities, equipment, and people	5.03	0.914	0.740
	*Plan5	to have a deep personal interest in seeing that your organization meets its objectives and goals	4.92	1.018	0.712
Innovation (α = .923, k = 7)	*Innovation1	to generate many original ideas	4.48	1.147	0.774
	*Innovation2	to have no qualms about trying out new ideas	4.48	1.217	0.695
	*Innovation3	to encourage your coworkers to explore new fields of knowledge	4.86	1.006	0.804
	*Innovation4	to welcome the implementation of new ideas	5.00	0.910	0.802
	*Innovation5	to be creative at work	4.78	1.039	0.822

	***Innovation6**	**to encourage problem solving without always getting the stamp of approval**	**4.77**	**1.026**	**0.704**
	***Innovation7**	**to encourage others to think of problems as opportunities rather than obstacles**	**4.97**	**0.935**	**0.760**
Organizational Awareness (α = .924, k = 4)	OA1	to be good at making yourself visible with influential people in your organization	4.37	1.276	0.491
	OA2	to understand the way organizational politics are played in the organization	4.67	1.146	0.528
	***OA3**	**to understand Joint Doctrine as it applies to planning processes and systems**	**4.53**	**1.183**	**0.809**
	***OA4**	**to understand the need for interoperability across joint force elements per Joint Doctrine**	**4.66**	**1.138**	**0.795**
	***OA5**	**to understand the importance of strategic deterrence, to include nuclear deterrence**	**4.62**	**1.180**	**0.755**
	***OA6**	**to have working knowledge of each service's capabilities and the integration of those capabilities**	**4.72**	**1.077**	**0.768**
	OA7	to adapt to language and cultural capabilities and capacities in multiple domains	4.75	1.060	0.708
Leadership (α = .830, k = 6)	***Leader1_2**	**to be highly trustworthy and willing to take unpopular stands in order to do what you think is right, no matter the personal or professional cost**	**5.08**	**1.106**	**0.593**
	***Leader2_2**	**to exemplify a powerful, confident and dynamic interaction style with everyone**	**4.55**	**1.110**	**0.508**
	***Leader3_2**	**to promote out-of-the-box thinking and discuss new trends and ideas**	**5.02**	**0.991**	**0.688**
	***Leader4_2**	**to do the best job of coaching and providing useful and constructive feedback**	**5.18**	**0.879**	**0.698**
	***Leader5_2**	**to clarify goals and expectations while providing support for teammates in exchange for required effort**	**5.07**	**0.916**	**0.676**
	***Leader6_2**	**to inform subordinates how to make improvements only when necessary and teach them how to correct and avoid mistakes**	**4.61**	**1.194**	**0.511**
Directiveness (α = .868, k = 3)	***Direct1_2**	**to have positions at work that give you formal power**	**4.08**	**1.312**	**0.815**
	Direct2_2	to take part in important advisory boards/committees	4.44	1.153	0.615
	***Direct3_2**	**to have positions at work that give you formal authority**	**4.23**	**1.262**	**0.807**
	***Direct4_2**	**to control the resources of your subordinates**	**4.06**	**1.291**	**0.644**

Analytical Thinking (α = .859, k = 3)	***AT1_2**	**to be good at preparing plans regarding the solution of complex problems**	**4.95**	**0.904**	**0.761**
	*AT2_2	to think it is fun to solve complex problems	4.60	1.173	0.654
	***AT3_2**	**to be willing to learn challenging things**	**5.15**	**0.849**	**0.716**
	***AT4_2**	**to make use of systematic methods while comparing the options at hand**	**4.91**	**0.879**	**0.733**
***Resource Management (α = .930, k = 6)**	***RM1**	**to manage assigned resources (i.e., money, manpower or facilities) effectively**	**5.29**	**0.827**	**0.807**
	***RM2**	**to plan for resource (i.e., money, manpower or facilities) shortfalls**	**5.22**	**0.825**	**0.822**
	***RM3**	**to be aware of the resourcing process**	**5.09**	**0.841**	**0.746**
	***RM4**	**to advocate for resources (i.e., money, manpower or facilities)**	**5.26**	**0.790**	**0.800**
	***RM5**	**to establish priorities to meet mission requirements**	**5.29**	**0.772**	**0.775**
	***RMmaybe6**	**to allocate the necessary resources (i.e., money, manpower or facilities) to complete the mission**	**5.29**	**0.785**	**0.828**
***Change Management (α = .938, k = 6)**	***CM1**	**to experience change as a positive process**	**4.99**	**0.908**	**0.781**
	***CM2**	**to be willing to make significant contributions to change**	**5.02**	**0.891**	**0.817**
	***CM3**	**to allow personnel to raise topics about change**	**5.13**	**0.848**	**0.847**
	***CM4**	**to allow people to talk to you concerning organizational change**	**5.17**	**0.823**	**0.826**
	***CM5**	**to provide clear information to everyone during the change process**	**5.25**	**0.856**	**0.800**
	***CM6**	**to speak up during the change process**	**5.04**	**0.890**	**0.816**
***Decision-Making (α = .926, k = 5)**	***Decision1**	**to gather all the necessary information before committing to a decision**	**5.04**	**0.949**	**0.766**
	***Decision2**	**to thoroughly evaluate decision alternatives before making a final choice**	**5.08**	**0.875**	**0.836**
	***Decision3**	**to take time to contemplate the pros/cons or risks/benefits of a situation before making a decision**	**5.15**	**0.827**	**0.819**
	***Decision4**	**to investigate the facts as part of your decision-making process**	**5.25**	**0.799**	**0.802**
	***Decision5**	**to weigh a number of different factors when making decisions**	**5.16**	**0.796**	**0.821**